

**DEVELOPING APPROPRIATE ACTIVITIES FOR CHILDREN AT TPA PELANGI
NUSA, WATES, KULON PROGO**

**A Thesis
Presented as a Partial Fulfillment of the Requirements for the Attainment
of a *Sarjana Pendidikan* Degree in English Education**



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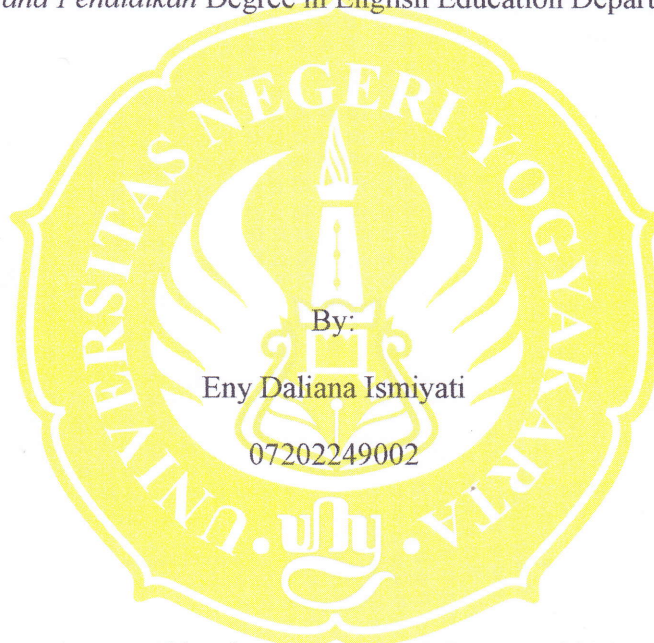
2014

APPROVAL

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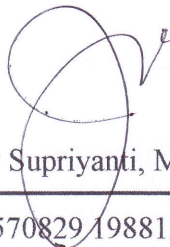
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A THESIS

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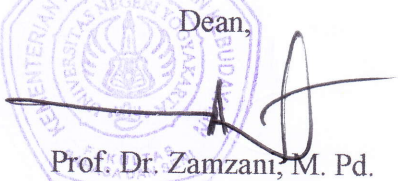


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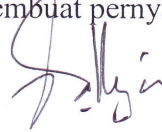
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Nusa, Wates, Kulon Progo**

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan tata cara dan etika karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

Yogyakarta, Juni 2014
Yang membuat pernyataan ini,



Eny Daliana Ismiyati
07202249002

MOTTOS

“One will gain nothing without making any efforts.”

(QS. An Najm: 39)

“Verily, along every hardship is relief.”

(QS. Ash-Sharh: 5)

Three guidance to educate the children: the first seven years treat them as kings and queens, the second seven years treat them as prisoners, and the third seven years treat them as friends (Ali bin Abi Tholib)

One does not feel the bitterness of studying, does not feel the sweetness of knowledge.

(Imam Sya'fi'i)

If you want to be successful, it's just this simple: Know what you're doing.

Love what you're doing. And believe in what you're doing.

(O.A. Battista)

DEDICATIONS

This thesis is fully dedicated to:

1. *My Beloved Family: father, mother, brothers and sister.*

Thanks for the love, supports, prayers, and patience.

2. *My husband*

3. *My daughter*

4. *The Head master and all members of SKB Dinas Pendidikan Kulon Progo*

5. *All teachers and my colleagues in TPA Pelangi Nusa*

6. *All children of D3 in TPA Pelangi Nusa*

7. *All my teachers*

8. *All of my friends from L class PBI 2007*

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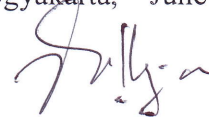
My biggest appreciation goes to all children of TPA Pelangi Nusa, Wates, Kulon Progo, especially the D3 class children for being nice and cheerful, during the implementation of the

developing appropriate activities. I also appreciate my colleagues in TPA Pelangi Nusa, and all TPA Pelangi Nusa teachers and employees who I cannot mention the names one by one who helped me during the long process of writing this thesis.

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Finally, I realize that this thesis is far from being perfect. However, I hope that it may give a small contribution to teaching and learning process in pre-school. Any criticisms and suggestions are highly appreciated for the improvements of this thesis.

Yogyakarta, June 2014



Eny Daliana Ismiyati

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DEVELOPING APPROPRIATE ACTIVITIES FOR CHILDREN AT TPA PELANGI NUSA, WATES, KULON PROGO

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ABSTRACT

This research was aimed at developing appropriate activities for children. These developed activities are easy to use and to understand because they are completed with teacher's manuals. The next objective was to find out the characteristics of the appropriate activities for children at TPA Pelangi Nusa, Wates, Kulon Progo.

This research is a Research and Development (R and D). The subjects of the research were the children and the English teacher of TPA Pelangi Nusa Wates Kulon Progo. There were three instruments used in this research. They were questionnaires, an interview guide, and an observation guide. The data were analyzed quantitatively for the questionnaires and qualitatively for the interviews and the observations. Eight steps were done to do this research, namely conducting needs analysis, selecting some activities, writing the course grid, developing the activities, having the expert judgment, evaluating and revising the first draft, trying out the second draft, and finally analyzing, evaluating, and revising the second draft to produce the final draft.

The results of the study show that the developed activities were relevant to the children' and the teacher's needs and characteristics. The developed activities were also in accordance with the school curriculum and the generic learning manual from the Ministry of Education about the very young learners' competencies. The course grid which had eight aspects was developed based on the obtained data of the needs analysis, the school curriculum, and the government generic learning manual and was used as the guideline in developing the activities. The activities were playing with number, planting, drawing and coloring. Each developed activities consisted of energizing, opening, main, and closing activities with several steps inside. The developed activities were evaluated and approved statistically using a questionnaire. The result showed that the draft was ready to be tried out which was shown by the mean scores range of 3.42 to 3.50 which included in the good categories. After the try-out, the observations and interviews were used to evaluate the implemented draft. The data showed that the activities, the goal, the media, and the language were appropriate to the children, while the layout of the draft suited the teacher.

CHAPTER 1

INTRODUCTION

A. Background of the Study

The teaching of English to children In Indonesia has become especially important in recent years. English as foreign language is an essential means of communication. The language is used in interactions with parents, teachers and others as vehicle through which understanding and learning take place.

Using language remind children what they already know, solving problems, and general support for their learning. Learning is an active process. Children can actively involve when they are interested. For that reason, there are many pre-schools and kindergartens begin to introduce this subject to the children. Children in pre-school have different characteristic in thinking and learning from other.

Teaching English in pre-school is really different from the teaching English in higher level. Pre-school children, as the young learner or children, have certain characteristics in thinking and learning from other. It is obvious that teaching English to children is quite different from teaching English to adults since children have their own world and unique characteristics. In those schools children are often more enthusiastic and lively as learners; they want to please the teacher than their peer group. The learning process is needs a certain treatment. Some children develop early, some later. Children have a great curiosity about

new things such as English. They will try to search information about something that they want to know.

Consequently, it is necessary to the teacher to know about the children's characteristics as young learners. The teacher must try to find ways to improve the learners to master not only such kind of a new word but also the follow up activities as much as possible and notice their needs in order to make the learning and teaching process effectively done. According to Crosse (2007: 26) young children learn through being active in both a physical and intellectual sense. They need to be involved and responsible for their learning so that all their energy and enthusiasm is harnessed and channeled into the activity.

In other word, a good teacher should ensure that his or her teaching methods are suited to the level of the development stages reached by the children at their ages and thus avoid many behavior problems that occur when children become bored and unable to follow what is being taught. One of the causes of failure in teaching English in the pre- school is that the teacher still teaches with the routine activities.

Some pre- school teacher just introducing new kind of words based on the magazine published as guidance to deliver the materials without an interesting following activities that might develop the children's knowledge and also without considering that it will make the children bored and lost their attention span to the learning and teaching process, unless activities are extremely engaging, they can easily get bored, losing interest after ten minutes or so (Harmer, 2001: 38). As a result, the children will not be able to follow the lesson well because they lose

their interest. Brown (2001:88) stated “Short attention spans do come into play when children have to deal with material that to them is boring, useless, or too difficult”. As a result, the children’s motivation and participation in learning will decrease. Here, interesting and appropriate activities become a crucial factor in deciding in teaching children on classroom practice. Children have a great capacity to enjoy themselves. When children are enjoying themselves, they are usually absorbed by the activity and want to continue with it. Children are not always aware that they are learning English.

Therefore, the teacher should apply appropriate activities and create an interesting atmosphere so that children will be enthusiastic to the learning and teaching process. In the light of the unique characteristics, it can be concluded that good teachers must make every effort to can give a good learning achievement for their students.

Based on the preliminary observation at TPA Pelangi Nusa, one of the pre-schools at Wates Sub District of Kulon Progo regency, it is very important for the English teacher to try to develop activities because there are limited guidance to make follow up activities to support the materials given for the children. Moreover, the children will get the impacts. In this case, the children are young learners who like interesting materials and various activities that should also be suitable with their needs. However, children just learn English in simple and fun ways since they learn for the first time. The activities focus on introducing new things toward the theme based on PAUD (Pendidikan Anak Usia Dini) curriculum. The main purpose of teaching English to pre-school children is

making the children interested in English much. There are many activities supporting the idea of creating conducive atmosphere for children to develop their language ability. Therefore, conducting this research about “Developing Appropriate Activities for Children at TPA Pelangi Nusa, Wates, Kulon Progo” can support children in the process of their learning. It hoped that the outcome of this study will be beneficial for the school.

B. Identifications of the Problems

Teaching English in earlier years need to take into account. Introducing children to a new language offers opportunities to widen their horizons and awaken their early enthusiasm and curiosity about language (Pinter, 2006: 32). A successful teaching and learning process for children needs consider some factors seen from children’s understanding toward the material. The problems of this present study are related to the teacher, children as students, and learning activities.

In the teaching and learning process, there are two factors that directly related to each other. They are the teacher and children. The teacher is as the educator and children as the learners. Teachers are better able to provide appropriate learning experiences for children. Therefore, the direct interaction between the teacher and children as the students in the teaching-learning process determine children’s understanding toward the material. According to Tomlinson (1998:2), material is anything which is used by teachers or learners to facilitate

the learning of a language. To deliver the material, teacher can use media as the learning kit and appropriate activities to support children understanding.

Good material and appropriate activities should be given to children in order to help children in studying English. Unfortunately, there are no suitable materials for Pendidikan Anak Usia Dini (PAUD). Based on the observation at TPA Pelangi Nusa, it is very important for the teacher to develop the suitable material for children because she only uses student magazine published as guidance for PAUD's teacher as the main source. The teacher get difficulties in using it because it is only introduce new vocabularies with simple pictures. The teacher needs the manual to develop the material to be more interesting with various activities that appropriate for the children.

However, children are not adult in the miniature. The aim of teaching pre-school children is to produce happy, confident, enquiring children, interested in life and enthusiastic about the challenges they encounter. That's why the material for teaching language to children should be different from the materials for teaching adult. A set of material with appropriate activities is needed which involve children and give them many chance to learn English in a fun atmosphere. The children's experiences in learning English ought to be enjoyable and not put an extra burden on them.

In other word, if children enjoy their learning, they will be more involved and this may increase their desire to continue. This is very positive for language learning, because if children want to continue with an activity for some time, it will give them more exposure to the language input and more chance to practice

the language. Moreover, the Ministry of Education in Indonesia has the objective to motivate children to learn English in interesting and fun way.

In general, pre-school children are in the age from zero to six years old. This period is the transition period between the early childhood periods to late period. In their age, children are innately physically active. They will learn faster though playing. It is what they do naturally. Playing is an important part of children life and education. Through playing, children develop their social, emotional, and cognitive skill with fun. Children are more interested in learning through fun activities such as game, songs and actions. Moreover, certain kinds of play demonstrate the ways in which children are able to become fully engaged in their activity and sustain their interest for some time. Therefore, this present study will tries to develop appropriate activities for pre-school children. In order they will involve in the teaching and learning process and they will have many chances to explore and to be familiar with English.

C. Limitation of the Problems

There are many factors that are potential to influence the children's successes in learning English. It is believed that the factors discussed above give contribution to English achievement. Considering that the TPA Pelangi Nusa uses the theme designed by the *Pendidikan Anak Usia Dini (PAUD)* curriculum to teach children in pre-school, this study will only focus in developing activities which are appropriate to teach children. Some activity will be used by the

researcher to improve children understanding in learning English are games and songs at TPA Pelangi Nusa Wates, Kulon Progo.

D. Formulation of the Problems

Based on what is stated in the background of the study, identification of the problems, and the limitation of the problem presented previously, the problems of this study are formulated as follows:

1. What activities are appropriate for children to learn English at TPA Pelangi Nusa Wates, Kulon Progo?
2. What are the characteristics of the appropriate activities for children at TPA Pelangi Nusa, Wates, kulon Progo?

E. Objectives of the Study

From the formulation of the problem, the objective of the problems are :

- a. To develop appropriate activities for Children that accessible for teacher at TPA Pelangi Nusa, Kulon Progo.
- b. To find out whether these characteristics of the activities are appropriate for children at TPA Pelangi Nusa, Kulon Progo.

F. Product Specification

The product of this study is developing appropriate activities for D3 class of TPA Pelangi Nusa, Wates, Kulon Progo and completed with the teacher's guide book. The developed activities consist of three themes. They are number,

plant, and animal with the sub theme let's play with number for the number theme, planting time for the theme plant, and beautiful fish for the theme animal.

The activities develop the children's sense, physical coordination in both gross motor skill and fine motor skill, and cognitive skill. It also stimulates children to practice the four skills such as listening, reading, writing and speaking skill that suitable for them.

Further, the activities were described the teaching and learning steps. The teacher can read the guidance book in order to deliver the material. The steps can make the learning process be more organized. The steps are energizer, opening activity, main activity, and closing activity. For energizer, children are asked to join the circle time. Here, the activities are sing and move session. In this session, the songs that can be used to deliver the material also can be introduced. The energizer held in the outdoor such as play ground or yard.

Next step is the opening session. Before the opening session, the children are asked to have a snack time. After that, all the children entered the class and join the opening activity. The activities in this session are greeting, praying, registration, and introducing the theme. In this step, some media are used to introduce the material to the children.

The following activity is main activity. The main activity can be done in the classroom or outside the classroom. Here, children are asked to do some exercise related to the material they have learnt in the previous lesson. The activities given are games, action song, and drawing and coloring with the teacher

guidance. In this step, the teacher asked the children and check whether they have been able mastering the material or not.

In addition, the media are used to support the material. For the theme number, the media used are ball, basket, and flash card of number with smooth surface and rough surface. The second theme is plant with the activity of planting. The media used are realia like flower and the tool for planting such as soil, seeds, shovel, and watering can. The last theme is animal that specified into beautiful fish. The media used for this theme are realia with the real fish, and also the white board, board marker, paper and crayon to draw a beautiful fish.

The developed activity also comprises a teacher's guidance book for those three themes. The teacher's guide is used for assisting the teacher to deliver the material. It is contain of teaching guidance of how to present the material, how to play the game, the song lyric, and how to use the daily expression.

G. Significances of the Study

The results of the study are expected to be able to give the following benefit and contribution to the pre school English teacher, children as the students, pre-school intuitions and other researchers. The significances of this study are:

1. Theoretically

The findings of this study may verify the validity of the activities based on curriculum can develop children's English proficiency.

2. Practically

The findings of the research are useful for:

a. For Pre- School English Teacher

This research can motivate the English teachers of pre- school at Wates sub district of Kulon Progo regency to develop activities that supported the materials that accessible and suitable for the children.

b. Pre- School Children

It is hoped that this study sill gives the children new experiences in learning English.

c. For Other Researcher

This study will give other researchers ideas to conduct research studies of a similar kind to enlarge the readers' knowledge in using activities as the media of teaching and learning process for very young learners.

3. Methodologically

It is expected that the procedure and also the outcome of this study can inspire other researchers to do research concerning similar themes.

H. Assumption and Limitation of the Study

The development of this study is based on some assumptions:

1. The developed activities product can be accessible for teacher at TPA Pelangi Nusa, Wates, Kulon Progo.

2. The developed activities product can make the English teaching and learning process in class D3 children of TPA Pelangi Nusa more effective and interesting.
3. The developed activities product can increase children's interest in learning English.
4. The developed activities product can help the teacher in presenting the material to the children.
5. The development activities product has characteristics that suitable with the children's development stages.

The development of this study also has limitations. They are:

1. The developed activities product of this study only for the higher class that is D3 class children at TPA Pelangi Nusa, Wates, Kulon Progo proposed by the English teacher and the headmaster. Therefore, the characteristic of the product only suitable with the children needs and characters of D3 class children.
2. The development of the product only gained three themes. However, the development of others themes also necessary developed in order to comprise the whole year material.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. English Teaching and Learning for Children

In this study, the discussion of the English teaching and learning for children consist of three aspects that related to the topic of the study. These are the characteristic of the children in learning the principles in English teaching the children and teaching the four skills for children. These aspects are described below:

a. Children's Characteristics

The adult world and the child's world are not the same. Children tend to be self-oriented and preoccupied with their own world. Children are unique and natural. They have different characteristics from adult. According to Pinter, (2006:16) children within the same age groups may show similar characteristics but at the same time they are also very different as individuals with their strengths and preferences as learners. The characteristics of children depend on their ages and it plays an important role on how they acquire the language. The subjects of the study are the children of D3 class in TPA Pelangi Nusa are in the range of four to six years old. Therefore, it is necessary to discuss some theories of children characteristics proposed by experts. There are six characteristics of children learning process discuss in this sub chapter.

1) Children Love to Play

Children love to play. They can play the whole time as they want. It is appropriate to their nature that they love to play. Scott and Ytreberg (1990:4) states that children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real 'work. Moreover, in learning process children have a great capacity to enjoy themselves. When they are enjoying themselves, they are usually absorbed by the activity and want to continue with it. They are not always aware that they are learning language.

2) Having Sense of Fun

Children have sense of fun. They like games, puzzles, and songs (Harmer, 2007: 82). At this point, the children find them as interesting and fun activities. They take great pleasure in finding and creating fun in what they do. Children can enjoy the activities when they can create something new. Moreover, by engaging children in the fun activities, the teacher will keep the children's motivation and enthusiasm. It can provide the real world context in the classroom. These fun activities will give a chance for children to participate in the teaching and learning process.

3) Attention Span

An attention span is extends to how long a person is able to hold full attention in a teaching and learning process. In general, children especially young learners usually need to move and cannot concentrate for long periods. In other word, children can spend hour to attend to something interesting, they cannot

concentrate on something long. Brown, (2000:88), states that children are focussed on the immediate here and now, activities should be designed to capture their immediate interest. Some language lesson can at times be difficult for children. For that reason, learning and teaching process should be interesting, lively and fun. Varieties of activities keep interest and attention alive. A child attention span normally related to his/her age. By knowing children attention span, it will be enable the teacher to schedule the steps in the process of language teaching appropriately.

4) Curiosity

Children have big curiosity about everything around them. Brown, (2001: 89) state that children have a lot of natural curiosity. Children are full of questions and will search for the answer in their mind. Children curiosity about the world engages them to make sense of whatever they can see, hear, smell, taste, and touch. When children are curious about something, they try to find lacks of the information. Furthermore, children enjoy fantasy, imagination, and movement (Pinter, 2006:2). Children need to have all five sense stimulated. Therefore, the activities should strive to go well beyond the visual and auditory. Without an understanding of the child's perception and characters, the effective learning environment will not occur.

5) Fantasy, Imagination and Movement

Children enjoy fantasy, imagination and movement (Pinter, 2006:2). Fantasy is a situation imagined by an individual or group that has no basis in reality but express certain desires or aims on the part of its creator.

An imagination is the activity of forming mental images, sensations, and concepts in a moment when they are not perceived through sight, hearing, or other senses. It helps provide meaning to experience an understanding the knowledge.

A movement is moving the body or parts of the body. Children are naturally active. They eagerly explore the environment through physical activity and experiencing things at first hand. They also love to touch, to watch, to taste, to listen to and to smell anything directly by themselves. They need to have all the sense stimulated.

Based on those characteristics of the children, this can be concluded that children are really different with adults. Children like fun and cheerful atmosphere, so that the activities should be appropriate, various, and interesting for them. The teacher should create a friendly atmosphere in which they can enjoy their learning then the goal of the teaching and learning process can be achieved.

b. The Principles of English Teaching to Children

The process of teaching English to pre-school children is different from the process of teaching in higher level. Teaching English to children has many aspects. According to Brewster and Ellis (2002:29), children in the age of three to six years old are capable of symbolic thought, where a picture can be substituted for the real thing. Children need opportunities to choose and decide on actions; to investigate, explore and be curious; be encouraged to question, to work things out; activities which help them to focus and pay attention in order to develop memory and concentration skills; activities which reinforce concepts they may be

developing and develop oral skills. Teacher needs to find appropriate activities that can lead children to obtain the goal of the language learning.

Brown (2007: 8), states that teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enable the learner to learn, setting the condition for learning. Children need to be settled in the language lesson in order to make them get better output. Moreover, pre-school emphasize creative play, social interaction, and natural expression. It implies that a happy and fun atmosphere can help children to get the language competence. The approaches to teach children are described below:

`1) Intellectual Development

Technique and activities used in English teaching should appropriate with the children intellectual development. According to Brown (2001:87), in learning a new language, children depend on the world around them as they are cantered on the here and now, in the functional purposes of language. In teaching children, explaining grammar and starting rules in abstract concept should be avoided. Certain difficult patterns require repetition but the activities should not burden and bore them.

2) Attention Span

Children have short attention span. Short attention spans do come into play when children have to deal with material that to them is boring, useless or too difficult. For that reason, the teacher has to make them interesting, lively, and fun. He notes that the teacher can consider to the following statements:

1. Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.
2. A lesson needs a variety of activities to keep interest and attention alive.
3. A teacher needs to be animated, lively, and enthusiastic about the subject matter.
4. A sense of humor will go along way to keep children laughing and learning.
5. Children have a lot of natural curiosity, than teacher should make tap into that curiosity whenever possible to maintain attention and focus.

Therefore, a teacher needs to direct children's attention of immediate situation to focus on the language lesson by providing enjoyable activities in the classroom.

3) Sensory Input

Children need to have all five sense stimulated. According to Brewster and Ellis (2002: 35), the younger the learners, the more physical activity they tend to need and the more they need to make use of all their sense. Children are still developing their motor skills, such as holding a pencil, hopping, skipping, balancing and the hand-eye coordination. They are also more physically active. Physical activities such as songs, games and actions provide excellent context for language learning. The language is closely related to what is happening in the situation, and so children can get clues about the meaning about the activity which accompanies the language. Moreover, children learn through doing, so that physical activities will enjoyable for them.

`4) Affective Factors

Children are often innovative in language forms but still have a great many inhibitions. Children are in many ways much more fragile than adult. Their egos are still being shaped, and therefore the slightest nuances of communication can be negatively interpreted. Therefore, the teacher needs to help children to overcome such potential barriers to learning by conducting fun atmosphere, build their self esteem, and elicit as much oral participation of the children especially quieter ones to give them plenty of opportunities for trying things out.

5) Authentic and Meaningful Language

Children are focused on what this new language can actually be used for here and now. The class is forbidden to have an overload of language that is neither authentic nor meaningful. The understanding of pre-school children comes through the hands, eyes and ears, so the physical world is dominant all the times. Brewster and Ellis (2002: 35) states that a language teaching method that works well with the beginners and young learners is Total Physical Response (TPR). Invented by Asher, it involves learners in listening to something and then showing their understanding by their actions and responses. This draws on learning by the ear and eye and is good for those with bodily – kinaesthetic intelligence.

Crosse (2007:5) state that a good foundation for learning English as an additional language is embedded in quality early years practice. Good early years practice is based on the following principles:

1. Equality of opportunity which enables all children to reach their full potential.
2. Valuing play as an enjoyable and challenging activity.

3. Emphasising and building on what children can do rather than what they cannot do.
4. An understanding of child development leading to appropriate activities for children.
5. Giving priority to personal, social and emotional development.
6. Encouraging children to become independent, autonomous learners.
7. Learning based on first –hand experiences which is then evaluated.
8. Effective record-keeping and assessment identifying what children learn and how they learn.

As what has been mentioned before, the understanding of child development leads to appropriate activities for children. Furthermore, the government develop a guideline of teaching young children or pre-schooler. It is built upon five aspects of child development as well as child growth. These aspects are moral and religious, cognitive, language, physical and motor, and socio-emotional development. The developmental skills are quite similar to what most countries have set up for their childhood education. The difference is that Indonesian has included religion comprehension into list of developmental skill to be achieved by young children.

c. Teaching the Four Skills to Children

English is a foreign language. Learning a foreign language is an integrated process that children study the four basic skills: listening, speaking, reading, and writing. Listening and reading are perceptive skills because the focus is on

receiving information from an outside source. Speaking and writing, on the other hand, are productive skills because they focus is on producing information. However, teaching that four skills for children at the beginning levels differ from adult.

1) Teaching listening to children

According to Scott and Ytreberg (1990:21), listening is the skill that children acquire first, especially when they have not yet learnt to read. When children start to learn foreign language, it is going in mainly through their ears and what children hear is the main source of the language. Listening can be seen as primarily the active use of language to access other people's meaning (Cameron, 2001:40).

In the other words, listening is the receptive use of language, and since the goal is to make the sense of speech, the focus is on meaning rather than in language. Listening is the ability to identify and understand what others are saying. Linse (2005:25) also considers that teaching of listening skills as foundational to the development of other language skill. However, it is important to provide specific activities which give children listening practice. Pinter (2006:51) states that a great deal of listening practice in the early years can grow out of TPR such as listen and respond games.

2) Teaching Speaking to Children

Speaking is equally important in children overall language development. Children are immensely creative with language and enjoy playing with words. In the beginning, children exercise their receptive skills, and then they start

producing language. Cook, cited in Linse (2005:46), states that there are many different ways that children play with words and language beginning with the tickling rhymes that they hear as babies and continuing with other sorts of play which involve both the form of meaning of language. As they grow, children integrate these words and structures into their real and imaginary play.

According to Pinter (2006:56), after children have been exposed to English through listening, they soon want and are able to participate in interactions with the teacher and others. Many children will want to start copying simple phrases, join in with rhymes and songs, answer simple questions, introduce themselves, and memorize short dialogue.

3) Teaching Reading to Children

Teaching reading to children is a bit different than the way adults are taught to read. According to Linse (2005:69), reading is a set of skills that involves making sense and deriving meaning from printed words. Furthermore, Scott and Ytreberg (1990:70) states that five to ten year olds are likely to take longer to learn to read in a foreign language than eight to ten year olds. Some children starting school are not familiar with books or what they are used for. They have to go through the process of doing reading activities first – ‘reading’ from left to right, turning the pages to the right place, going back and reading the same pages again, etc. According to Pinter (2006:69-70), reading activity for children is to connect spoken words and written words deliberately by using word cards, picture cards, matching or categorizing games or spot the missing cards.

4) Teaching Writing to Children

Sokolik cited in Linse (2005:98) states that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible to readers. In line with Sokolic, Dorn and Sofofos cited in Linse (2005:98) states that when teaching writing to young children, teacher must recognize the complexity of the process. According to Linse (2005:99), when teaching writing to children who are four to seven years old, the teacher must consider to fine motor skills like how to hold pencil firmly and cognitive skills to formulate ideas. Therefore, children enjoy experimenting with writing and putting their ideas down on paper. Children may need more or less practice with the mechanical basic of writing. It is useful to start with tracing and copying (Pinter, 2006:74).

d. Teachers of Children

Children as young learners have certain characteristics and need certain treatment. Consequently, it is necessary to the teacher to know about children characteristics and notice their needs in order to make the teaching-learning process effectively done. A good teacher should ensure that his or her teaching methods are suited to the level of cognitive development reached by the children at their schooling stage, and thus avoid many behavior problems that occur when children become bored and unable to follow what is being taught.

Moreover, establishing and enforcing the National Standard of the Ministerial Decree No. 58/2009 about Standard of Early Childhood Care and

Education, teacher's competencies consist of four categories: personal, professional, pedagogic, and social competencies. Personal competencies include the ability to perform positive behavior according to child developmental needs, religious and cultural values, and noble characters. Professional competencies include comprehension of child developmental stages and principals, how to provide educational and developmental stimulus and care, and how to protect and empower children. Pedagogic competencies include skills to plan, implement, and evaluate the learning process and assess the developmental progress of children. Lastly, social competencies include adaptive and communication skills.

2. Activities

According to Nunan (1989:59), activities specify what learners will actually do with the input which forms the point of departure for the learning task. For pre-school children, these activities are intended to effect developmental changes in children. Furthermore, Brewster and Ellis (2002:49) states that activities like traditional exercises, focus on the guided teaching and learning of specific items of language, skills or knowledge.

a. Characteristics of Good Activities for Children

Most children do not have very long attention span. Also, not every child is going to enjoy or learn from the same type of activities. Children need physical movement and activity as much as stimulation for their thinking. Moreover, Scott and Ytreberg (1990:5) states that most activities for the younger learners should

include movement and involve the sense. Therefore, the activities should consider with developmental stages of the individual needs.

Furthermore, Brewster and Ellis (2002:49), proposes seven characteristics of activities. Figure 1 bellows illustrates the characteristics of activities:

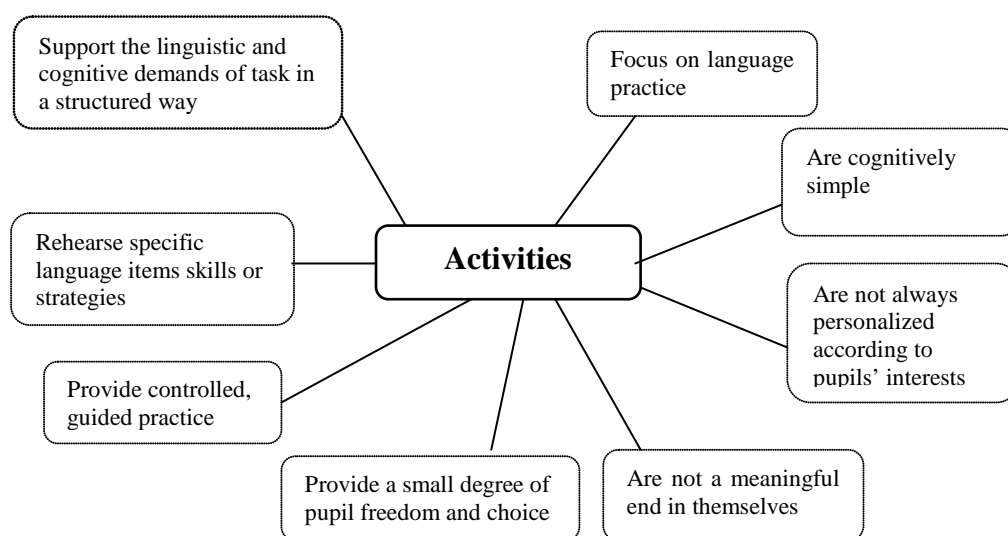


Figure 1: The Characteristics of the activities

There are seven characteristics of activities according to Brewster and Ellis. They are (1) the activities have language practice as their main aim and include such things as becoming more familiar with new vocabulary, grammar and language functions or practicing skills as listening for detail using charts; (2) activities focus on form and meaning to some extend but are not in themselves purposeful of meaningful; (3) they rehearse a particular set of sub-skills, language items or task procedures; (4) they usually consist of a cognitively simple set of operations and have reduced learner control; (5) activities are used as a means of preparing pupils for more independent work or task. (6) activities are often done in pairs or individually and might include: listening for specific sounds and words

to notice new sounds and words; pronunciation practice e.g. matching the word stress by using large and small cards; practicing new vocabulary using flashcards; sequencing letters, words, sentences to practice spelling, vocabulary (7) the activities often form the main part of course books and accompanying workbook.

b. Types of Activities

A good pre-school lets children learn by doing. It stimulates their senses through art, music, and tactile materials-clay, water, and wood. It encourages children to observe, talk, create, and solve problems. Through storytelling, dramatic play, conversation, and written activities, it helps children develop pre-literacy skills (Papalia and Olds, 2001).

Furthermore, Pattisin (1987) cited in Nunan (1989:68) proposed seven activity types. These are as follows:

1) Question and Answer

These activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into given frame (e.g. the location of a person or object). The aim is for learners to discover their classmate secret choice. This activity can be used to practice almost any structure, function or notion.

2) Dialogues and Role-Play

These can be wholly scripted or wholly improvised, however, 'if learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role-plays, they may participate more willingly and learn

more thoroughly than when they are told to simply repeat a given dialogue in pairs”.

3) Matching activities

Here, the task for the learners is to recognize matching items, or to complete pairs of sets.

4) Communication strategies

These are activities designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback, simplifying.

5) Pictures and Picture stories

Many communication activities can be stimulated through the set of pictures (e.g. spot the difference, memory test, and sequencing picture to tell a story).

6) Puzzles and problems

There are many different types of puzzles and problems. These require learners to ‘make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning’.

7) Discussion and decisions

These require the learner to collect and share information to reach a decision.

Most activities for children should include movement and involve the sense. Children learn through playing. Children have amazing ability to absorb

language through play and other activities which they find enjoyable such as games and song.

1) Game

According to Lewis with Bedson (1999:5), games are fun and children like to play them. Playing games is a vital and natural part of growing up and learning. Through games children experiment, discover, and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.

Moreover Brewster at all (2002:172) states that children enjoy play and games. They are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar and the four language skills. For very young children games also provide 'an important link between home and school which help to make them feel more secure and confident. Games help to make learning more memorable and accessible by using as many approaches as possible, such as mime and movement, use of color and patterns, or personalization.

Furthermore, Martin (1995:1) cited in Brewster at all (2002:172) said that game is any fun activities which gives young learners the opportunity to practice the foreign language in relaxed and enjoyable way. Brewster at all (2002: 175) proposed two types of games. They are:

1) Accuracy – focused games

In these games the aim is usually to score more points than others and is often a clear 'winner'. This kind of game may focus on comprehension

(listening/reading) as well as production (speaking/writing). In this case, the child may not necessarily say anything but gets used to hearing or reading words or sentence pattern over and over again. Some of these games are also very good at training their memories.

2) Fluency – focused games

This referred to moves from language control to communication. This type of game tends to focus on developing fluency and collaboration with others. Games for very young learners should be easy to explain, set up and play. Furthermore, Brewster at all (2002:178) said that games can be classified by the resources required to play them. The list below shows the eight types:

1. No resources e.g. guessing games, listening games, (listen and do, hide and find, repeat if its true, stand up when you hear...)
2. Simple pencil and paper/ blackboard games (spelling, games, consequences)
3. Picture games (describe and colour/ label/ draw/ arrange/ sequence, picture dictation, mime)
4. Word cards (dominoes, read and classify, pelmanism). These practice vocabulary and may focus on the meaning and pronunciation of words, collocation or word association such as fighting fit, meaning relation between words, such as opposites and word families.
5. Games using sentence cards (matching parts of a sentences, matching question with answers, problems with solutions, cause and effect)
6. Dice games (dice have words or pictures on them instead of numbers which pupil must name. Alternatively, the numbers on the dice can link to a list of

words or actions which correspond to the number on the dice e.g. follow instructions: 1: jump, 2: say your name, and so on.

7. Board games (five senses: a board with pictures of different items and 'chance' card with instructions such as " if you can smell this, move on two spaces and so on.
8. Games using chart or matrices (draw and arrange type game using information gap, where each child in a pair secretly marks the position of things on a chart.

On the whole, game needs to be short, easy to carry out and easy to explain. Moreover, Lewis with Bedson (1999: 16) proposes ten types of game for children. They are:

1) Movement games

In these games, children are physically active. Movement games are generally 'rousers' and need to be closely monitored.

2) Card games

Children collect, give away, exchange, sort, and count cards. The cards can have meaning or value in a game, or simply serve as symbols for objects or actions.

3) Board games

Board games are any games which mainly involve moving markers along a path. Board games can be made by the children as a fun craft activity

4) Dice games

Dice games are incredibly versatile. The dice can have numbers, colours, and letters of the alphabet.

5) Drawing games

Drawing games are special because they span a gap between key functions of the brain. On the one hand, drawing requires creativity and sensitivity towards the world.

6) Guessing games

The aim of this game is to guess the answer to a question of some kind.

7) Role Play games

Role play games can be seen as simple, guided drama activities. The language input can be quite rigidly prescribed or very open depending on the language level, curiosity, and confidence of the class. Role plays stimulate a child's imagination and are tests of true communication

8) Singing and Chanting games

Singing and chanting games often involve movement, but teacher decided to list them separately since music plays such an important role in early childhood learning.

9) Team games

Team games can belong to the other categories, but also require cooperative team work.

10) Word games

These games utilize children's enjoyment of playing with words. They are mostly for older children as they involve spelling and writing.

2) Song

Children love songs, rhyme and chant and their repetitive nature and rhythm make them an ideal vehicle for language learning (Brewster et al., 2002). A song is a group of words which have rhythm and intonation. The benefit of the use of songs, rhymes, and chant for language learning has been grouped together for language teaching process. Below is the list of those benefits.

1. A Linguistic Resource

- a) They allow new language to be introduced and structures and vocabulary to be reinforced and recycled.
- b) They present familiar language in new and exciting forms and in a rich, imaginative context.
- c) They provide for lots of natural and enjoyable repetition.
- d) They can be used to develop all skills in an integrated way.
- e) They help improve all aspects of pronunciation.

2. A Psychological/ Affective Resource

- a) They are motivating and fun and help develop positive attitudes towards the target language.
- b) They are non-threatening and the more inhibited child will feel secure when singing and chanting as a class or in groups.

- c) They can encourage a feeling of achievement and build children's confidence by allowing children to learn chunk of language which they can "show off" or teach to friends or to members of the family.

3. A Cognitive Resource

- a) They help to develop concentration, memory and coordination
- b) They sensitize children to rhyming clues as aids to meaning.
- c) Repetition enables children to predict what comes next and to consolidate language items.
- d) Accompanying actions or gestures help to reinforce meaning, while channeling high levels of energy in a positive way.
- e) The variety they provide changes the pace and atmosphere of a lesson and caters for different learning styles.
- f) They can be compiled into song/rhyme books to help children develop good study habits.

4. A Cultural Resource

They are from authentic sources and can contribute to the cultural component of a language program. Children can be encouraged to compare with those in their own language.

5. A Social Resources

- a) Singing and chanting together is a shared social experience and helps to develop a class and group identity.
- b) They can be used as the basis for a performance or show.

Finally they offer a flexible resource to the teacher. There are plenty to choose from, can be used with a variety of age groups at different stages in their language learning; can act as a starting point for devising a program of work, can integrate with cross-curricular work, topic and stories and can complement and supplement other resources (Brewster et al., 2002)

Furthermore, Brewster, Ellis, and Girard (2003: 164) add that by using songs, rhymes, and chants, children can learn and practice the pronunciation aspects; such as the individual sounds and sounds in connected speech, stress and rhythm, and intonation. Songs can be used in many different ways and activities: as warmers, as a transition from one activity to the next, closers, to introduce a new language, to practice language, to revise language, to change the mood, to get someone's attention, to channel high levels of energy. Considering all those advantages, the researcher uses some songs in some activities of the developed activities. She uses songs to motivate children, to attract their attention, to ask the children to do something, and to revise and repeat new words.

c. Developing Appropriate Activities for Children

1. The Principles and Stages in Developing Activities for Children

Cameron (2001) suggests several principles of classroom activities for children in learning a foreign language. The activities should:

- 1) Have coherence and unity.
- 2) Having meaning and a purpose.
- 3) Have a clear language.
- 4) Have a beginning and end.

5) Involve the children actively.

The activities should also be congruent with the children's lives. The idea of the meaningful input will make the activities always have meaning, purposes, and clear the language goal. The routines which are designed for the children will allow them to have the same beginning and end. Below is the figure of the Cameron principles

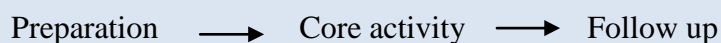


Figure 2 The Cameron's Principles

There are three stages that must be considered in a classroom activity. The first stage is preparation. Here, the preparation activities prepare children to be able to do the next activity, which is the core activity. The second stage is core activity. It is set up through its language goals. The third stage is follow up. It builds on a successful completion of the core.

Therefore, this study adapted those three stages in developing the activity. In the preparation stage, it divided into two separated activity that is energizer and opening activity proposed by the school curriculum. In hence, there are four developed activities in this study. They are energizer deals with physical activity in a circle time, opening activity, main activity, and the closing activity. The stages of the developed activities can be seen in the figure 3.



Figure 3: The Stages of the Developed Activity

The energizer is an activity in a circle time. The activity can build children motivation and interest before they entered the next session in their learning process by sing and do activity. The opening activity deals with the warming up and the explanation to deliver the main activity. The main activity is the input which is set based on the objectives. The closing activity is done after the main activity which reviews the previous lesson.

Moreover, teaching children is concerned with their all round general education; there are other aspects to take into consideration when planning a lesson.

2. Material

Material plays a role as the input of teaching and learning activity. It refers to anything which is in the form of media, which is provided by book writers and used by the teacher and students as the input in the language learning (Tomlinson, 1998:2). Good materials should achieve impact, namely, materials have a noticeable effect on learners that is when the learners' curiosity, interest, and attention are attracted. Material should help learners' self-investment (Tomlinson, 1998:7).

Moreover, material is a vital part of learning source of task and activities. The material should be interesting and can be developed based on some topics. The appropriate materials will make children easy to understand the material and encourage them to participated activity in teaching and learning process. In this study, the materials are completed with the teacher's manual or guidance book.

A manual is a book which gives its readers practical instructions on how to use something. Hornby, (1995:715), states that a manual lexically is a book containing information or practical instructions on a given subject. Then, in this study, the manual consists of teacher's guidelines. Guidelines are independent tools that can assist the teacher in successful planning and implementing the project. It is designed to help the teacher in the teaching process. In this study, teacher's guidelines are defined as steps on how the teacher teaches the material.

Therefore, the use of media in the teaching and learning process also has an important part to improve the quality of the process and build children to comprehend the lesson more easily. Moreover, media help the teacher to motivate children by bringing a slice of real life into the classroom and by presenting language in its more communicative context (Brinton, 2001). In addition, media are needed to reach the objectives of the teaching and learning process. Harmer (2001:134) states that as a language teacher, the use of a variety of teaching aids to explain language meaning and construction, engage students in a topic or as a basis of a whole activity. In this study, flash cards and realia are the teaching media.

3. Activity Design

Teaching of children is concerned with their all-round general education; there are other aspects to take into consideration when planning a lesson. This figure applies the plan-do-review model to the overall lesson structure and individual activity cycles within the lesson.

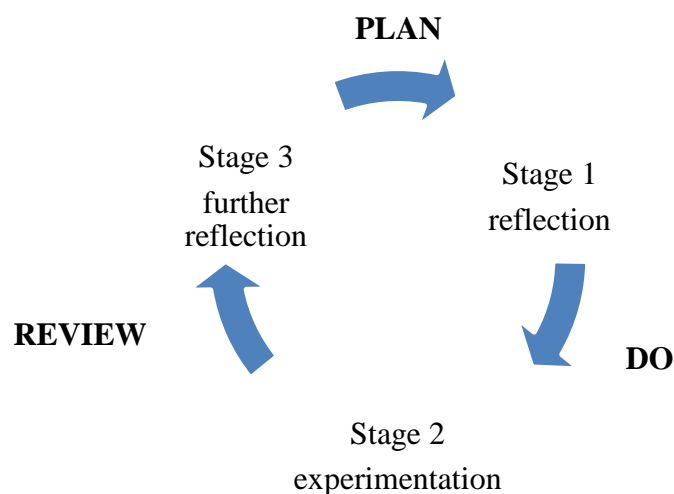


Figure 4: The Plan-Do-Review Model

This model consists of three stages that provide a framework in which teachers can incorporate opportunities for children to plan, do and review through reflection, experimentation, and further reflection, representing the ongoing cyclical nature of learning as follows (1) children think about what they already know and what they need to do to plan and prepare for an activity; (2) children experiment, that is, they do the activity or task; (3) children engage in further reflection to review and assess what has been done.

a. Plan: Beginning the lesson

1) Warm –up

This could take the form of an informal chat, ritual activities like taking a register, writing the date on the whiteboard, etc. It may include singing a song or chanting a rhyme of the children's own choice which provides a good transition for the children if they have come directly to English class from a main subject class in their own language. This helps them move into English and to get in the mood.

2) Review of work covered in previous lesson

This is to consolidate language learned in the previous lesson and may provide lesson and may provide a base for input of new language.

3) Informing the lesson aims

Prepare for language that would use to explain the aims of the lesson.

b. Do: Activity cycle

An activity cycle involves children in a learning a task which incorporates the plan-Do-review sequences. A lesson will include one or more activity cycle that have some kind of connection and purpose between them.

1) Plan: Activity cycle

This stage allows to sets the content of the lesson so children see its relevance, to draw upon and activate their prior knowledge, arouse their curiosity and motivate them and to set up an activity like use variety of technique using elicitation, showing picture, playing a guessing game, playing a flash card game.

2) Do: Activity cycle

This stage will involve children in an activity or task which enables them to experiment and use the language practiced in stage one.

3) Review: Activity cycle

This stage is likely to include an activity or activities which enable the children to consolidate, extend and personalize language introduced and practiced in the above two stages.

c. Review: Ending the lesson

Give a rounding up, overall review and summary of the lesson, a confirmation of the aims of the lesson and review of children performance.

4. The Steps in Developing Appropriate Activities

In developing activities for children, the researcher uses some steps. There are five steps in developing the activities. They are analyze, design, develop, implement, and evaluate. Those phases can be seen in the following figure.

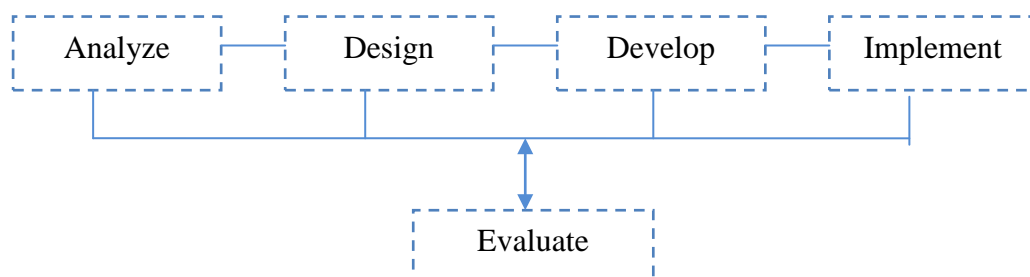


Figure 5: Instructional Activities Design

a) Analysis

There are some activities that must be done in the analysis phase. First, the instructional problem should be clarified. Second, the instructional goals and objectives are established. Finally, the learning environment and learner's existing knowledge and skills are identified.

b) Design

The design phase deals with the learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. This phase should be systematic and specific in order to show a brief view of the goal.

c) Development

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase.

d) Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The training should cover many things, i.e. the course curriculum, learning outcomes, and method of delivery.

e) Evaluation

The evaluation phase consists of two parts: formative and summative. The formative evaluation is present in each stage of the previous process. Meanwhile, the summative evaluation consists of tests which are designed for domain specific criterion-related referenced items. It provides opportunities for feedback from the identified users.

B. Conceptual Framework

It has been described in the identification of the problem that teaching English to children is different from adult. They need more interesting activities and a good learning atmosphere. The purpose of R and D of this research is to develop activities that appropriate for children in TPA Pelangi Nusa Wates Kulon Progo.

Children at TPA Pelangi Nusa need a new and fresh method to learn English. The English teaching and learning process at TPA Pelangi nusa which is guided by the teacher with about 10 children and meets once a week.

The background of this study is many English teachers teach this language to children by only using teacher magazine. The not follow up activities are not suitable with the children needs. As a result, the students do not enjoy the class because the teachers only give them the same activity every day.

To solve those problems, it is necessary to find an effective way to learn English by developing appropriate activities for children that contains many interesting activities which can attract children's interest and motivation in learning English.

This research tries to find of the appropriate activities for teaching English to children at TPA Pelangi Nusa Wates Kulon Progo. The actual data about the implementation of the learning activities will be processed and developed in order to construct good English activities. It is expected the result of this study will give some additional knowledge about English teaching activities that appropriate for pre-school children. The procedure in developing an appropriate activity is presented in the following figure:

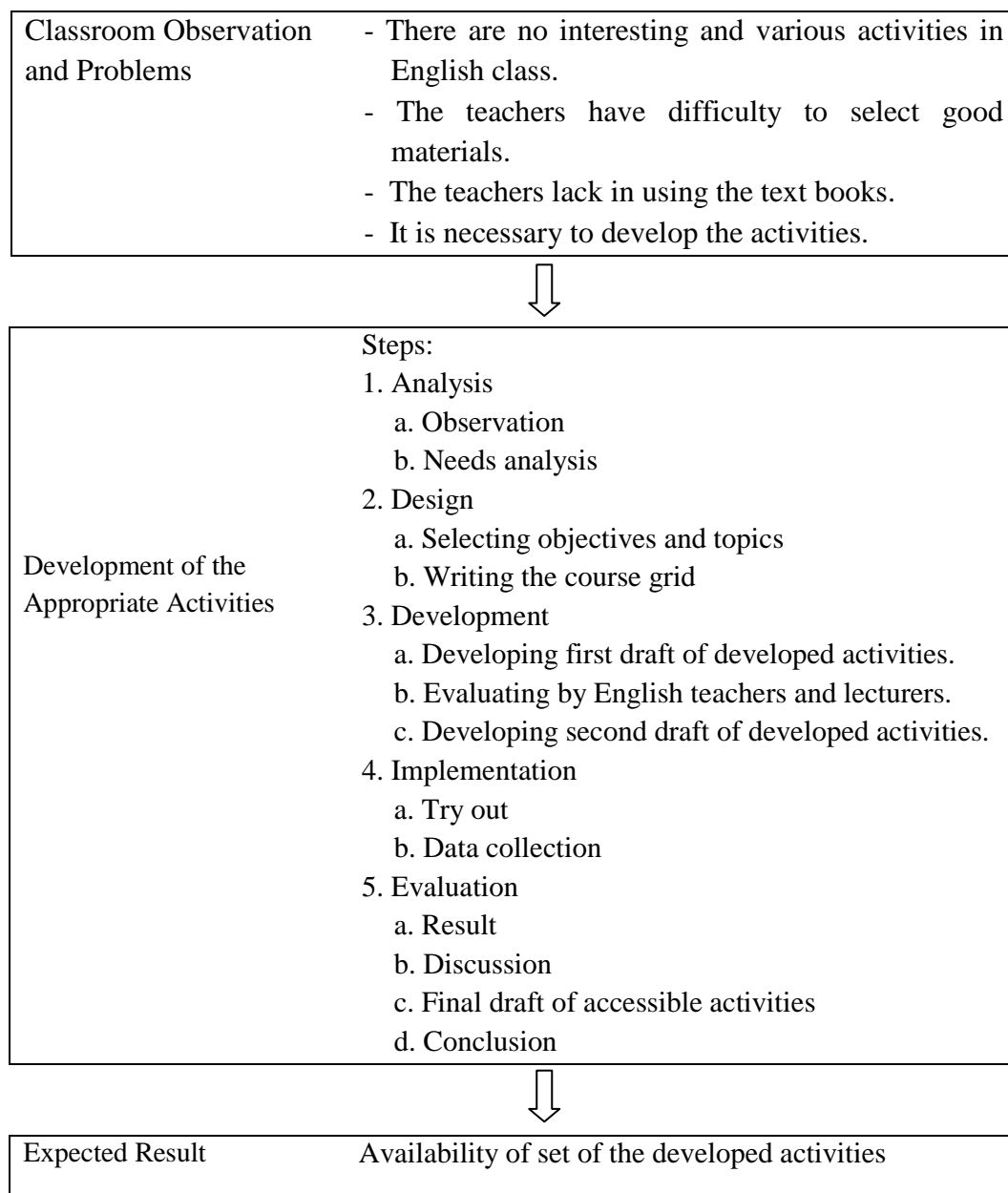


Figure 6: The Framework of the Study

C. Research Questions

In finding the problems of this study, the researcher observed to the teaching and learning processes, and interviewed the English teacher. By discovering the problems, the researcher can take an alternative way to solve

them. In this study, the problems of the English teaching in TPA Pelangi Nusa are the time and the teacher. The children have less English exposure, while the teacher finds it difficult in using English in providing varied and interesting activities for the children. This problems need to be tackled as the aims of English teaching in TPA Pelangi Nusa are: (1) to make children used to listen to some English sentences not only words; (2) to make the students understand and able to do the teachers' instructions in English; (3) to make the children are able to produce some sentences or at least some words in English; (4) to use English to communicate as the second language in the school.

Therefore, those aims are difficult to achieve. Dealing with those problems, the researcher proposes the developed activities. After having consultation to the lecturer and the teacher, she developed activities. The researcher expects that the activities she developed can help the school to achieve its aims of English teaching and learning process. Based on the research problems above, the researcher formulates the research questions to lead to more specific topics of discussion. Here below are the research questions.

1. What are the results of the needs analysis of the developed activities?
2. How is the course grid of the developed activities organized?
3. How are the developed the activities presented in material?
4. How are the developed the activities evaluated and revised?

The researcher begins with conducting the needs analysis to find information about the learners' characteristics and needs in learning English. It is proposed to get the data about the learners' background, learners' interest in

learning English, learners' activity, topics they like, kinds of activity, learning methods, and learning media. It is obtained through distributing a questionnaire to the parents of D3 class children in TPA Pelangi Nusa and also interviewed the English teacher. The next step was to write the course grid of the developed activities based on the data of the needs analysis. Then, the researcher develops the activities considering the theories above. Afterwards, the researcher asks some participants to evaluate the draft. Having the participant judgments, the researcher revises the draft and it became the second draft. The next step is to try-out the second draft. Having tried out the second draft, the researcher analyses, evaluates, and revises the second draft based on the data about the try-out in order to produce the final draft of the developed activities

CHAPTER III

RESEARCH METHOD

A. Type of the Study

The type of this study is Educational Research and Development (R&D). According to Gall, Gall, and Borg (2003) R&D is an industry-based development model in which the findings of the research are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality or similar standards. Meanwhile, the new products are the products of the research which commonly can be used to support education. In this case, the product of this study was a set of the appropriate activity for children in TPA Pelangi Nusa Wates Kulon Progo.

B. Research Procedure

The research procedure was present the steps in developing appropriate activities. There were eight steps taken by the researcher referred to as a Research and Development cycle by Borg and Gall (1983:773). Those steps were conducting needs analysis, selecting some activities and themes, writing the course grid; developing the activities; having an expert judgment of the first draft; trying out the second draft; analyzing, and revising second draft to produce the final draft. Below is the description of the steps.

1. Conducting Needs Analysis

The researcher conducted needs analysis to find information about children profile and their needs of learning English. She used the analysis to determine the suitable English teaching activities for children at TPA Pelangi Nusa. The data about the children needs were collected through questionnaire.

2. Selecting Some Activities and Themes

The activities were selected. In line with the objectives in order to select the appropriate activities, the researcher was analyzed the results of the questionnaires and the interview which include some questions related with the activities. Next, she selected the activities and the themes. Because of the limited time, she decided to develop three themes of the teaching and learning.

3. Writing the Course Grid

After selecting the activities and the themes, the researcher tried to write the course grid. It was needed to give the general direction for planning the teaching (Spratt, Pulvernes, and Williams, 2005:87). As the references in writing the course grid, she used the curriculum developed by the school curriculum staff. She also combined some theories from Brewster and Ellis (2004), Scott and Ytreberg (1990). The course grid consisted of eight items. There were days, goals, themes, indicators, vocabulary of the day, media, and the activities and the example of the expression that can be used.

4. Developing the Activities

The next step was developing appropriate activities that could be tasted (Borg and Gall, 1987:781). The researcher took the theories from some expert and

some references from many books about teaching English to children. From Brewster and Ellis (2004), she took some activities such as games and songs. From Scott and Ytreberg (1990), she took the theory about teaching listening for children. Finally, she chooses some games, action work based in instruction, and action song. Those units were *Number*, *Plant* and *Animal* which specified into *Let's Play With Number*, *Planting Time* and *Beautiful Fish*.

5. Having Expert (Participants) Judgment for the First Draft

Some revisions are needed after consulting the first draft to the consultant. The researcher revised the second draft based on the consultant's suggestion and evaluation. Therefore, the first draft was needed to be consulted to the expert to collect information that could be used to improve the draft (Richards, 2001). In this study, the researcher asked English teacher, pre-school teachers, and students of education department as the participants. The results of the participant judgment were used to revise the first draft of the developed activities.

In this step, the developed activities were judge and validated by the participants before being trying out. Generally, the participants had to know whether the designed activities have suited with the aims, whether they were appropriate to the level, content, and approach and whether they were related to the teacher's expectations and stages of the children development (Davidson in Richards, 2001:269).

6. Evaluating and Revising the First Draft

After getting the expert judgment, the researcher evaluated it based on the expert's suggestions, opinions, and evaluation. To meet the minimum

performance objectives, the revision of the draft is needed (Borg and Gall, 1983). Thus, it becomes the second draft.

7. Trying Out the Second Draft

In order to produce the second draft, the first draft is revised. Finally, it needed to be tried out to know whether it had met the objectives or not (Borg and Gall, 1983:784). During the try out, the researcher observed what has going on based on the observation guideline. After the tryout of the revised draft, the researcher was interviewed the teacher to obtain her opinion and suggestion about the revised draft.

8. Analyzing, Evaluating and Revising the Second Draft

The researcher analyzed the tryout of the second draft based on the evaluation given by the teacher. The evaluation showed that the second draft needed to be revised to make it fully ready-used in the school (Borg and Gall, 1983: 784). Then, the researcher revised the second draft, and finally it became the final draft.

C. Activities Design

1. Product of the Study

The product of this study was appropriate activities for D3 class children of TPA Pelangi Nusa, Wates, Kulon Progo. It was completed with the teacher's guide book. The teacher's guide book was used as the teaching instruction. Then, the media consist of flash card and the real object or realia. The activities are game, action song, and drawing and coloring.

2. Participantts of the Study

The research is conducted in the D3 class of children in TPA Pelangi Nusa. The school is located in Ki Josuto Street wates, Kulon Progo. The participants of this study were divided into two groups. The first group consists of English teacher and parents. D3 class children of TPA Pelangi Nusa consisted of 10 children. There were five girls and five boys. Those children age range from four to six years old.

First of all, the teaching and learning activities were observed and the English teacher has been interviewed. Then, the parents stated their opinions by filling the questionnaire. Meanwhile, the English teacher stated her opinions and comments about her needs, teaching activities, teaching technique and media by interview and in form of field notes.

The second group consists of the teacher that teaches children in general, English teacher and student of English department. They evaluated the first draft of the developed product by gave their comments and suggestions toward the design product in the form of questionnaire.

3. Data Collection Technique and Research Instrument

a. Data Collection

The data collection was conducted by using three techniques. They were administering the questionnaire for the teachers, observing the activities implementation, and interviewing the teacher.

1) Questionnaire

The researcher made two questionnaires. The first questionnaire was for the parents of the children of D3 class at TPA Pelangi Nusa. There were 10 parents. The second questionnaire was for the participant's judgment. The first questionnaire was administered before the researcher developed the activities.

The second questionnaire was distributed after the researcher designed the first draft which was shared to seven peoples. Those are the people who were considered as the experts in teaching children, either teaching in general or teaching English only and some students of English education department.

2) Observation

The researcher did the observation to monitor the children's and the teacher's behaviors and responses. She joined the class and observed the children by watching them when the developed draft was applied. Then, she recorded the observation of field notes.

3) Interview

The interview was done to support the observation data. In this case, the researcher interviewed the teacher about the activities. She asked about the appropriateness of the developed activities, the difficulties, and other question based on the interview guidelines. The results of the interviews were recorded in the interview transcripts.

b. Research Instruments

This study used three instruments, those were, questionnaire, observation guide and interview guide. To get the data of the needs the researcher administered the questionnaires for parents of TPA Pelangi Nusa's children. She also used a questionnaire to evaluate the first draft of the developing appropriate activities before trying it out. Next, interview and observation were used to get the data of the children and the teacher during the implementation of the activities. Therefore, the data of this study were the questionnaires result, the field notes and the interview transcripts.

1) Questionnaires

Questionnaires are used as an instrument to gather information through the participants' written responses to a list of questions. There were two questionnaires which were used in this study. The first questionnaire was used to get the children's needs. Then, the second questionnaire was used to the expert judgment evaluation for the first draft. There were 30 items in the first questionnaire which was delivered for the parents. The second questionnaire was consisted of 35 items which was delivered for six people who are expert in teaching children, either in general or teaching English only. It was meant to get the general opinions about the first draft of the developed activities whether they were suitable for the children or not.

a) Validity

To measure of the validity of the questionnaires, the researcher used construct validity. Construct validity was obtain by determining the grid of the

questions whether the questionnaire had the capability to measure what it was intended to measure. The construct as used in the first questionnaire was taken from theories about children's personal identity, children's language and English background, children's attitude toward English, children's motivation and interest, children's learning style and the activities used (Hutchinson & Waters, 1987; Crosse, 2007; Brown, 2000; Brewster & Ellis, 2004). Below is the organization of the first questionnaire.

Table 1: The organization of the first questionnaire

Question Number	The purpose of the questions	References
Part A	To find out the information about the children's identity.	Hutchinson & Waters (1987)
Part B 1-5	To find some information about the children's language background.	Hutchinson & Waters (1987)
6-10	To find some information about children's attitude towards English.	Crosse (2007)
11-19	To find some information about the children's learning style.	Brown (2000)
20-30	To find some information about the appropriate activities that can be implemented.	Brewster & Ellis (2004)

For the second questionnaire, the constructs which were used in this questionnaire were taken from theories about the material development evaluation. It consisted of some theories about the appropriate activities for the children needs, interest, characteristic, the language expression used, the goal, media and the layout of the product (Hutchinson & Waters, 1987; Brown, 2000; Nunan, 1989; Richards, 2001). The organization of the questionnaire can be seen in the table 2.

Table 2: The Organization of the Second Questionnaire for the English Teacher and the Group of Participants.

Question Number	The Purpose of the Questions	References
Part A	To find some information about the respondent's identity.	Hutchinson & Waters (1987)
Part B 1-10	To find some information about the developed activities.	Brewster & Ellis (2004)
11-19	To get the evaluation about the goal of the developing activities.	Nunan (1989) Richards (2001)
20-25	To get the evaluation about the language.	Brown (2001)
26-30	To find some information about the appropriate media.	Brewster & Ellis (2004)
31-35	To get the evaluation about the layout of the developed draft.	-

b) Reliability

The reliability test was conducted to obtain the reliability of the questionnaire. It conducted to the respondents for the first questionnaire and the second questionnaire. Then, the researcher used Alpha Cronbach using SPSS program to check the stability of the result.

2) Observation Guide

The observation guide was used to observe the condition of the children and teacher. It was also used to get information on what was happening during the implementation of the developing activities. Next, they were recorded in the form of field notes.

The researcher developed the observation guide based on some theories about the children's attitude and participation, teacher's and children's responses, the appropriateness of the activities, and the appropriateness of the media and &

expression (Crosse, 2007; Moon, 2003; Brewster & Ellis, 2004, and Scott & Ytreberg, 1990). Below is the organization of the observation guide.

Table 3: The Organization of the Observation Guide

Question Number	The Purpose of the Question	References
1-5	To find out the children's attitude and participations during the implementation of the developing activities.	Crosse (2007)
6-10	To find out the teacher's and the children's responses toward the developed activities.	Moon (2003)
11-15	To find out the appropriateness of the developed activities.	Brewster & Ellis (2004) Cooper (2007)
16-20	To find out the appropriateness of the media and the expressions in the developed activities.	Scott & Ytreberg (1990)

3) Interview guide.

The researcher had a series of interviews with the teachers to obtain the teacher's needs and her opinion and suggestion after trying out the activities. Next, the researcher recorded the interview in the form of the interview transcript. The following is the organization of the interview guide.

Table 4: The Organization of the Interview Guide

Question Number	The Purpose of the Question	References
1-5	To find some information about teacher's identity.	Hutchinson & Waters (1987)
6-8	To find some information about teacher's background.	
9-11	To find out some information about the teacher's attitude toward English.	Moon (2003)

12- 15	To find some information about teacher teaching style.	Brown (2000)
16-20	To find some information about the activities that can be implemented.	Brewster & Ellis (2004) Cooper (2007)

4. Data Analysis Technique

a. Data Analysis of the Children's Needs

As mentioned earlier, in order to collect data of the children's needs, the data of the research collecting were gathered through the interview with the English teacher and the questionnaire for the parents. The data results were written in the form of the interview transcript and scores. For the questionnaire, the results were analyzed quantitatively. Each response for the statement in the questionnaire was presented in scores. In analyzing the score, the researcher used the central tendency statistic and used the SPSS program to calculate the score.

Moreover, in analyzing the data from the questionnaires, the researcher also used descriptive statistics. Here, the data were analyzed by measuring the central tendency (mean) of each item in questionnaires. Central tendency provides information about the average of the subject aspect. The central tendency used in the study was mean. This statistics data of the questionnaire were based on quantitative data conversion (Suharto,2006:52). The following table is shown the result of the mean value.

Table 5: Quantitative Data Conversion

Scale	Categories	Interval of Means
4	Very good	3.51- 4.00
3	Good	3.01-3.50
2	Poor	2.51- 3.00
1	Very poor	1.00- 2.50

The value of the mean in each component indicated the effectiveness of the activities design. The second data were obtained from the observations, in the form of field notes. They were analyzed qualitatively to get the representation of what was happening in the classroom during the developed activities implementation. The third data were interview transcripts and analyzed qualitatively. The interviews were used to find out the respondent's opinions and suggestions of the developed activities.

b. Data Analysis of the Developed Product Evaluation

The questionnaire was distributed to the participants to give their agreements, comments, and suggestions toward the design product of the developed activities. The data were divided into two categories. They are the participant's opinion in the form of statement or agreement which divided into four statements and the second one is their suggestion that were presented in sentences. They were used as the basis to evaluate and revise the first draft.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the result of the study. The description of this chapter includes the process in developing the activities. It deals with the result of the needs analysis, the course grid, developed activities, product revision, the final draft of the product, the limitation of the product development, and the summary.

A. Needs Analysis

This parts deal with the description of the data from the first questionnaire that aimed to find out the children's needs. The results of the needs analysis was used as the basic on in developing the appropriate activities. The researcher obtained the needs analysis by giving the questionnaire to the parents and also having an interview to the English teacher. Then, the data of the needs analysis are divided into three parts. The first part presents the children's characteristics, the second one delivers the children's needs, and the third talks about the teacher's needs.

1. Description of the Children's Characteristics

The class D3 of TPA Pelangi Nusa Wates, Kulon Progo consists of ten children, five girls and five boys. They were mostly in the same ages around four to six years old. One teacher was responsible for this class. Most of the children come from the middle and upper economy background. Their parents are civil servant, entrepreneur, and non-government workers. However, the identification of the children can be simplified below.

Group of respondents: parents							
Children's Identity							
sex		Age			Parent's Occupation	Native language	Ethnic language
M	F	4	5	6			
5	5	1	7	2	Civil servant, entrepreneur, and non-government workers.	Javanese, Indonesian	Javanese

Table 6: The identification of the children's identity

From the table above it can be concluded that most of the children of D3 class of TPA Pelangi Nusa come from the middle and upper class society. After conducting observation and interview, the researcher found three characteristic of the D3 class children of TPA Pelangi Nusa. The result of the observation and the interview can be seen in table below.

Table 7: Needs Analysis of the Children's Characteristics

no	Aspect	Indicators
1.	Language development.	<ul style="list-style-type: none"> • The children can respond simple instructions. • The children have big curiosity toward English. • The children can recognize symbols for their pre reading and pre- writing skills. • The children's attention span is short.
2.	Social and emotional development.	<ul style="list-style-type: none"> • The children could play together and talk about their experience. • The children were already willing to share with their friends. • The children have good relationship and care with their friends.
3.	Physical development.	<ul style="list-style-type: none"> • The children like to play. • The children prefer like a physical activity. • The children are able to use their writing equipment.
4.	Cognitive development.	<ul style="list-style-type: none"> • The children can mention a number from 1 to 10. • The children can recognized and imitate the symbol of number and alphabet.

Based on the data above, the first characteristic was related to the children's language development. The children can respond simple instruction given by the teacher. The evidence shows from the transcript below.

R : *Wah, bagus itu bu. Kalau pemahaman anak-anak saat belajar bahasa Inggris bagaimana bu?*
 (That's great Ma'am. What about the children's comprehension in learning?)
 ET: *Mereka cepet tanggap kok, asal instruksinya sederhana dan jelas mbak.*
 (They are perceptive, as long as the instructions are simple and clear.)
 Appendix G, Interview 1

In addition, children have big curiosity toward English. They like a new things around them like English. This can be proving from the transcript below.

R : *Bagaimana dengan respon anak-anak saat belajar bahasa Inggris?*
 (What about the children's responses when they learn English?)
 ET : *Ya saya rasa mereka suka belajar bahasa Inggris. Ini kan hal baru buat mereka jadi rasa pingin tahunya besar.*
 (I think they love English. This is new for them, so their curiosity is quite big.)
 Appendix G, Interview 1

Furthermore, the children can recognize the symbols that represent number or alphabet. They also can write their own name. The evidence shows from the transcript below.

R : *Oh, mereka sudah bisa baca tulis ya bu?*
 (Oh, they can read and write ma'am?)
 ET : *Iya mbak, sudah bisa baca symbol angka atau huruf, nulis namanya sendiri juga bisa, cara megang alat tulisnya juga sudah betul kok mbak.*
 (Yes, they can read the symbol of number or alphabet, they also can write their own name, and they also are able to use the writing equipment.)
 Appendix G, Interview 1

In addition, some children have short attention span. They can attend for something interesting and concentrate on it. It can be prove from the field note below.

There was one child name Ahnaf that did not want to pay attention on the teacher. He played with his fish. The teacher asked him to join the activity but he did not want to. Next, the teacher asked the researcher to replace her in delivering the material while she persuades Ahnaf. The researcher did the teacher instruction. Further, the teacher could persuade Ahnaf to join activity.

Appendix F, Field Note 3.

The second characteristics are related with the children's social and emotional development. The children's social and emotional attribute were still developing and vary from one child to others. They already are willing to share with their friend. The evidence can be seen from the quotation in the field note below.

Most children play in group. They play together and talk to each other; they share their snack and talk about their experience in the day before. However, there also some children just sit and only watching their friend playing while waiting the bell rang.

Appendix F, Field Note 1

Next, children had good relationship and care with their friends. They love to help their friends too. It can be prove from the field note below.

At the school, the teacher asked the children to put their fish to the class. Next, the children are kept their fish in the class, but suddenly Shyfa was crying. Her plastic that use to carrying the fish was leak. "*Miss, Shyfa nangis, plastiknya bocor*", said Ega. Then, the teacher came to Shyfa and comforts her. "*Tak ambilke plastik ya Miss, kasihan ikannya*", Caca offered a help. "*Oh, ya Mbak Caca, minta di dapur ya, makasih mbak Caca*". "*Ya Miss*", Caca answered.

Appendix F, Field Note 3

The third characteristics are related with the children's physical development. From the observation in the routine, all the children are like to play in the yard before the class begins. It shows their attributed to physical development. It can be seen from the quotation from the field note and interview transcript below.

The children play in the school yard while waiting for the other children. Their favorites are slide, swing, climbing frame, past the bridge, running, climb the animals statue and marry go round.

Appendix F, Field Note 1

R : *Kegiatan seperti apa yang mereka suka bu?*

(What kind of activities that they like?)

ET : *Sebenarnya mereka sangat menyukai kegiatan yang berhubungan dengan fisik. Di motorik kasarnya mereka suka lompat, lari, ya..apa saja yang bikin mereka gerak. Kalau motorik halusnya sih mereka suka mewarnai gambar. Karena di majalah hanya mengenalkan kosakata saja, ya saya biasa kembangkan dengan nyani atau mewarnai.*

(Actually, they really like activities related to their physic. For the gross motor skills, they like jumping, running, ya.. Anything that makes them moves. For fine motor skills, they like coloring a picture. Because the magazine is only introduced the vocabulary, so I develop the activity with singing and coloring.)

Appendix G, Interview 1

It can be concluding that children are loves to play. They are active and like to move. The activity given should be involved their gross motor skill and fine motor skill to stimulate their physical development. In addition, most of the children also were able to use their writing equipment appropriately. It can prove from the quotation in the interview transcript below.

R : *Oh, mereka sudah bisa baca tulis ya bu?*

(Oh, they can read and write ma'am?

ET : *Iya mbak, sudah bisa baca symbol angka atau huruf, nulis namanya sendiri juga bisa, cara megang alat tulisnya juga sudah betul kok mbak.*

(Yes, they can read the symbol of number or alphabet, they also can write their own name, and they also are able to use the writing equipment.)

Appendix G, Interview 1

The last characteristic is cognitive development. It mentioned before, that most of the children can recognize the symbol of number and alphabet. They also can mention a number started from 1 to 10. The evidence can be seen from the quotation in the field note below.

Hari ini kita belajar angka, siapa bisa menyebutkan angka 1 sampai 10 dalam bahasa Inggris? Can you mention the numbers?" ...bisa, aku Miss- aku Miss, the children shouted. They looked enthusiast to mention the numbers.

Appendix F, Field Note 1

From the explanation above, it can be seen that most of the D3 class children of TPA Pelangi Nusa had a common characteristics. Mostly, they have same characteristic as the other children. They love play. They could play and learn together and they had a lot of energy for playing actively both inside or outside the classroom. Moreover, they could understand and take a respond of the simple instruction given. Those characteristics were further considered in the activities development. Therefore, the developed appropriate activities were made in line with their characteristics.

2. Description of the Children's Needs

The questionnaire was administered to find out the children needs. The purpose of the questionnaire was to get the data about children's profile, children's language background, children's attitude toward English, children's learning style and the appropriate activities for the children. It shows the real condition of the children and the kind of activities that are needed by the children.

The questionnaire has 30 statements with the choices: *selalu* (always), *sering* (often), *jarang* (rarely), and *tidak pernah* (never) in each statement. It was distributed to the parents of D3 class children in Saturday, 19th June 2014. The parents should fill up the statements with check list sign (✓). They divided in two parts. The first part is Part A and the second one is Part B.

The content of the question in Part A is related with the children's identity. Meanwhile, the Part B is related with the main statements. The statements of number 1-5 are to find out the information about the children's language background. The statements of number 6-10 are to find some information about children's attitude toward English. Next, the statements numbers 11-19 are to find some information about the children learning style. Finally, the statement numbers 20-30 are to find some information about the appropriate activities that can be implemented. The detail information can be seen in the table below:

Table 8: The Need Analysis of the Children Characteristics and Needs

No	Variables	Indicators	Means
1.	Children interest in learning English		3.04
2.	Children attitude toward English		3.14
3.	Children learning style		3.04
4.	Developing activities		3.50
5.	Learning activities	Game	3.50
		Song	3.00
		Drawing	3.90
		Coloring	3.50
6.	Topic	Number	3.40
		Plant	3.10
		Animal	3.00
7.	Type of activity	Settling	3.33
		Stirring	3.34
8.	Learning method	Individual	2.60
		Group	3.30
9.	Learning media	Realia	3.50
		Flash Card	3.50

Based on the data above, the mean score of the children's interest in English is 3.04. It means that the children interest in English is good. The children's attitude toward English is 3.14, which mean good. The developed activity has the mean 3.50, which mean good. It also shows that the respondents

want the activities are developed. In the learning activity, the mean score for the game is 3.50 which mean good. The mean score for the song is 3.00 which mean poor; I might be happen because they had low levels exposure to sing in English. Thus, the researcher presented songs in each activity to familiarizing them with English songs. Drawing activity has the mean 3.90, which mean very good and coloring activity has the mean 3.50, which has mean good. The data described that the children love to play game, sing a song, and drawing and coloring activity.

Next, the response of the topic shows that the topic of number has the mean score 3.40 which mean good, 3.10 for the plant which mean good and 3.10 for the animal topic which mean good. Then, the type of the activity in settling is 3.30 which mean good. However, the settling activity is supported in the drawing and coloring activity. The stirring is 3.40, means good because children love move their bodies. From the data above, the action game and action song are developed to support the stirring activities. The learning method show that the children prefer does the activity in a group 3.30 which means good than the individual with mean score 2.60 which mean poor.

However, to build the children's motivation in learning, the researcher provided the activities not in group but they can do the activities together with the other friends that suitable with the instructions given. The media used in the activities are flash card and mostly used the realia such as ball, plant, and fish. For the flash card the mean score is 3.50 and the realia is 3.50. It means that all the categories in the media are good.

3) Teacher's Needs

Dealing with the teacher, there are ten teachers. Four teachers are graduated from Sarjana degree, one teacher from diploma degree and five teachers are from senior high school. For the English teacher, she was graduated from S1 PAUD. She teaches English for six years. She also told that she never joined the English course. The following transcript presents the teacher's educational background.

- R : *Kalau latar belakang pendidikan ibu?*
(What about your educational background?)
- ET : *Saya lulusan S1 PAUD mbak.*
(I graduated from S1 PAUD)
- R : *Kalau pendidikan Bahasa Inggrisnya bu? Apakah ibu ikut kursus?*
(What was your English education Ma'am? Have you ever joined an English course?)
- ET : *Saya tidak pernah ikut kursus. Hanya sebatas pengetahuan saya saja.*
(I never joined an English course. It's only based on my knowledge.)
- Appendix G, Interview Transcript 1

Therefore, she delivered the material based on her knowledge and based on the student magazine. There is one sheet especially for English that suitable with the theme. Then, the teacher delivered it and developed it with teaching vocabulary that suitable with the picture on the magazine. The following transcripts interview with the teacher show the teacher's obstacle to teach children.

- R : *Biasanya bagaimana bu ngajarnya?*
(How do you usually teach English?)
- ET : *Biasanya saya ngikutin yang ada di majalah anak mbak. Disana sudah ada yang khusus untuk bahasa Inggris dan disesuaikan dengan tema. Saya mengantarkan untuk mengenalkan kosakata, kadang ditambah mewarnai gambar.*
(I usually followed the student's magazine. There is one sheet especially for English that suitable with the theme. I delivered to introduce vocabulary and sometime followed by coloring activity)
- Appendix G, Interview Transcript 1

From the transcript above, it can be seen that she also developed the activities with singing and coloring. However, she often finds difficulties in presenting the activities. The conclusion that can be drawn based on the interview was that the teacher wants to provide interesting activities to avoid children's boredom. She also needs guidance for the teaching process.

- R : *Berarti hanya majalah saja yang digunakan sebagai panduan ya bu? Kalau buku panduan khusus buat guru sendiri ada tidak bu?*
 (It's mean that you only used student magazine as the teacher guidance mam? What about the teacher guiding book?)
- ET : *Iya mbak, sementara hanya gitu. Kalau panduan buat guru tidak ada mbak.*
 (Yes for temporary. I don't have a guiding book.)

Appendix G, interview transcript 1

Based on the transcript above, the researcher found that it was difficult for the teacher to express her idea in English. She needed a guide book to guide her in conducting the English lesson. She also required simple English expressions to make her easier to use them. The evidence can be seen from the quotation in the interview transcript below.

- ET : *Wah, bagus itu mbak. Sangat membantu biar anak-anak tidak bosan. Kalau bisa dikasih kalimat sederhana yang dipakai ya mbak, saya masih suka bingung, hehehehe.*
 (That's great. It's very helpful to avoid the children's boredom. You can provide it with simple expression because sometimes I still confuse)
- R : *Oh'ya bu, nanti saya buat dengan kalimat yang biasa digunakan. Bagaimana kalau semua instruksinya pakai bahasa Inggris.*
 (Oh' Yes ma'am, I'll make it with the daily expressions. How if all the expressions are in English?)
- ET : *Ya, yang penting perintahnya jangan terlalu banyak, bahasanya sederhana saja biar gampang diingat. Ada gambar yang mendukung to mbak?*
 (Yes, the important things are do not use many instructions, use simple expressions so that I can remember it easily, hehe. It will use pictures that supported right?)

Appendix G, Interview Transcript 1

Therefore, the guide book of the English day does not only contain the activities and media, but also the expressions which are used. Dealing with the activities, the teacher agreed that the physical activities are great to involve the children. However, the activities need to develop both gross and fine motor skills. Moreover, the media are a must when working with children. Some colorful things which are close and safe to the children are able to attract them well, so they are interested in joining the activities. Those aspects were considered in designing the developed activities.

B. The Course Grid

The researcher developed the course grid as the guideline in developing the activities. The needs analysis and the school-based curriculum were used as the considerations in developing the course grid. Moreover, the researcher takes into account the government's generic learning manual competencies. Each of the grids represents each topic of the developed activities. Here is the format of the course grid.

Table 9: The Format of the Course Grid

Day	Goals	Theme	Indicators	Vocabularies	Media	Activities				The example of the expressions
						energizer	Opening activity	Main activity	Closing activity	

The main components of the grid are days, goals, themes, indicators, vocabularies, media, activities, and the examples of expressions. The details of those components are following.

1) Days

The researcher decided to design the activities for three meetings. The activities were made based on the school schedule. Therefore, the implementation of the developed can be matched to the school agendas.

2) Goals

The goals of the developed activities are taken from the school curriculum and the government generic learning manual about very young learners' competencies. The goals of the activities also stimulate children in integrating the four skills and other content such as physical and cognitive development. To enrich the children's listening skill, the activities are designed to give some simple instructions to be listened to and understood by the children. In improving the children's speaking skill, the activities are planned to make the children repeat and say some words in English. However, the listening one is considered to be more important input for the children in giving the English exposure. For the reading skills, children are asked to read the symbol of the number. Then, for the writing skills, children are asked to draw a picture and coloring it.

3) Themes

There are three themes to create the appropriate activities for the children. In gaining those three themes, the teacher proposed number, plant, and animal for the theme. It can be prove from the quotation in the following transcript.

ET : *Iya gak papa. Yang jelas untuk segala sesuatunya baik jenis kegiatan, media, ataupun panduan yang akan dibuat saya serahkan ke mbak ya. Panjenengan kan seharusnya lebih banyak tahu. Cuma kalau boleh saya usul tema yang akan dipilih itu melibatkan angka, tumbuhan dan binatang. Satu obyek aja untuk satu tema biar lebih spesifik.*
(Yes, it's OK. However, it is up to you about the activities, media, or the

<p>guiding book that you'll design. You should know it better. If I could suggest, you can pick a number, plant and animal as the theme. Use one object for one theme to make it more specific.</p>

Appendix G, Interview Transcript 1

Therefore, the theme for the first day is about numbers, let's play with numbers game. The second day takes the theme about plant with the title planting time. The third day has the theme about animal entitled beautiful fish.

4) Indicators

The indicators indicate the points that should be acquired by the children. They are made to measure the goal achievement of the developed activities. The indicator of the listening skill is that the children are able to do the teacher's instruction based on the theme, while the indicator of the speaking skill is that the children are able to repeat, say, and mention some English words. The indicator of the reading skill is that the children are able to read the simple symbol or picture. In this study, the symbols are numbers that presented in the flash cards. For the writing skills, it stimulates children's eye and hands coordination by drawing a picture and coloring it. The other indicators were about the children's competencies in doing the activities, such as they are able to use their sense to differentiate the differences of two surfaces.

5) Vocabularies

The vocabularies consist of some words which are intended to be mastered by the children. The words are relevant to the themes and the daily activities. Therefore, the children are expected to understand the use of the words.

6) Media

Media are used to make the implementation of the developed activities more interesting for the children and help them to build their understanding toward the material given. The media of the first developed activities are flash card of numbers, both in smooth surfaces and rough surfaces. The examples of the flash cards are given below.

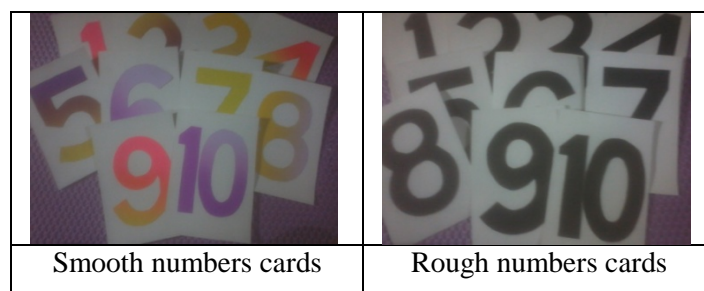


Figure 7: flash cards of numbers

The second developed activities used realia or a real plant in introducing the material and use equipments for planting such as soil, plant, shovel, seeds, and watering can. The example of the realia is presented below.



Figure 8: realia- plant

The third developed activities used the real object or realia that is a picture of fish, fish, white board, board marker, paper, and crayon. The example of the realia and picture are given below.

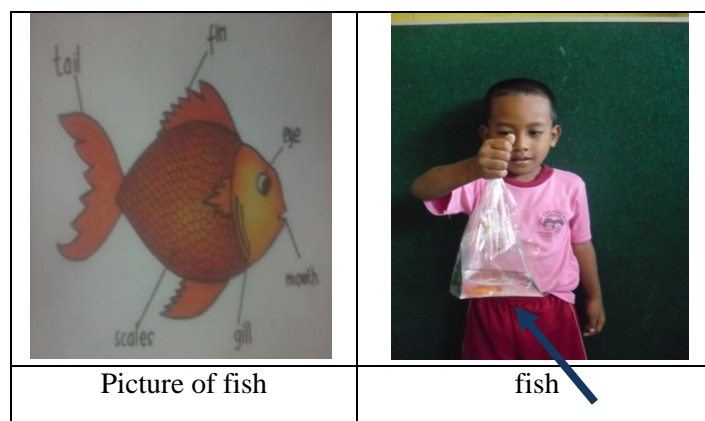


Figure 9: picture and fish

7) Activities

The activities organized in four basic phases. They are energizing, opening, main, and closing activities. Every phase has several steps to be done. The energizer is a sing and move activities in a circle time. The opening and closing activities are set to be the routines for the children in every English day as recommended by Paul (2003). The main activity is different from one to another day. It is designed based on the theme of the developed activities.

8) The Examples of the Expressions

The expressions are developed to help the teacher conduct the English. Every step in the developed activities is completed by the expressions which should be used. The detail information of the course grid in every unit of the English day is presented below.

1. Description of the First Grid

The first developed activities presented a number as the theme entitled let's play with numbers. The goals of this grid are focused on listening, speaking and reading skills. On the listening skill, the children listen to and understand the simple instructions on games, while on the speaking skill the children repeat and

mention the numbers. The reading skills stimulate children to comprehend the symbol of number from one up to ten. Another goal in this grid emphasize on developing the children's gross motor skill and cognitive skills.

There are three indicators on this grid. They are: children are able to understand the teacher's instructions, to mention the number 1 to 10 and to do the action game. The vocabulary of the day in this grid is related to the number. The words are one, two, three till ten.

There are some media which are used in these developed activities. The things used as the media are balls, basket and flash card. There were two groups of flash cards. The first group consists of number with the smooth surfaces and the second one is a group of number with rough surfaces. Flash cards with rough surfaced were made by a sand paper.

The activities are divided into four phases. The first phase is the energizer, which plays in a circle time with sing and move activities. This activity was done in the play ground or in the yard. This activity as the warming up can build children's motivation to enter the next activities. The second phase is the opening activity that consists praying, registration, and introducing the material. The main activities are playing a movement game with give me a number game and Simon says games. The closing activity comprises the evaluation of the whole activities. Then, the examples of the expressions on this grid are the simple instructions used by the teacher to guide the children in joining the game. The teacher has to repeat the expressions again and again. The words listed on the vocabulary of the day are the main focus to be repeated, so the students can listen to and understand the

words perfectly. The repetition is expected to be able to encourage the children not only to repeat but also to mention and say the words automatically.

2) Description of the Second Grid

The developed activity is planting time. It was about planting time activity. There are two focuses of the goals in this grid which related to the language and the content. The language focus has two stresses: listening and speaking skills. The listening skill is focused for the children to listen to and understand the simple instructions in planting, while the speaking skill is stressed for the children to repeat and mention some words in planting. The content focus is emphasized in developing the children's gross and fine motor skill.

There are three indicators on this grid. They are: the children are able to do the teacher's instructions in planting, to sing and say some words in the action song, and to mention some vocabularies about plant. The vocabulary of the day contains some words related to planting such as hole, dig, seeds, grow, flower, branch, stem, leaf and roots. The media used are realia of plant, seeds, shovel and watering can.

There are four steps in the activities of the second day activities. They are: energizer, opening, main, and closing activities. The energizer is a circle time in which sing and move session to warming up the children. The opening activities are greeting, praying, registration, and introducing the material. The main activity is planting time with the action song. The last is the closing activity which is evaluates the previous activities and saying goodbye. The last thing on the grid is the examples of the expressions. The teacher uses the expressions to deliver the

material. Some expressions particularly which contains some words listed on vocabulary of the day are repeated again and again. Therefore the children can understand and say the words.

3) Description of the Third Grid

The theme of the third developed activities is related to drawing and coloring activities. The theme is animal with the title beautiful fish. The goals of the third English day stressed on listening speaking, reading and writing. Those all skills aimed children listen to the simple instructions in draw and coloring a fish, to read a symbol, to imitate the symbol, to repeat to song and the vocabularies and developing their gross and motor skills.

There are three indicators in this grid. They are: the children are able to do the teacher's instructions, to mention and repeat the words related with fish, and to do the actions based instructions. There are several words related to the fish. The words such are fish, fins, eye, tail, scales and gill are listed in the vocabulary of the day. The media used in this activity is the real object with real fish.

The activity on the third day of the developed activities has four phases: energizer, opening, main, and closing activities. The energizer, children are asked to go to the fish shop. In the fish shop, the children are observed the fish and feeding the fish. The opening activity has the same activities with those in the previous day. In the main activity, the children have two activities. The first is drawing a beautiful fish. The activities done steps by steps based on the teacher's instructions. The second activity is coloring the picture that they have made. This activity stimulates children's eye and hands coordination.

The examples of expressions become the last part of the grid. Those expressions consist of some sentences to lead the children to draw a fish. The teacher has to repeat the expressions again and again in order to make them understand.

C. Developed Activities

1. The Format of the Developed Activities

The format of the developed activities is set based on the theories in the previous chapter. The researcher developed three units of developed activities. Here is the format of the developed activities.

Unit Title	
A. Energizer	C. Main Activity
Circle time	D. Closing Activity
Sing and move session	Evaluation
Snack time	Praying
B. Opening Activity	Saying goodbye
Greeting	
Praying	
Registration	
Introducing the theme	

Figure 10: The model of the developed activities format

The developed activities format has four phases. Those are energizer, opening, main, and closing activities. The opening and closing activities are the routines of every developed activities day. The difference of each developed activity is on the main activity which is set based on the theme of the day. The main activity consists of several activities which make the children feel fun in joining the activities. The energizer is consists of the circle time and sing and

move session then ended with a snack time. The opening activity consists of greeting, praying, registration, and introducing the theme. The main activity specifically developed based on the theme. In this phase, the children join several activities which allow them to learn some new words. The expressions are designed based on the activities and the theme which are easy to be understood and memorized by the children. Those words are also often used in their daily activity. The media attract the children in joining the activities. They help them understand the new words easily and support the learning process. The developed activities used various media which suit the themes. The varied media make them interested and eagerly join the activity. The last phase is the closing activity which consists of evaluation, praying and saying goodbye.

To run the developed activities, the researcher has designed the guide book as the guidance for the teacher in every theme. The guide book consists of the objectives, the indicators, the descriptions, the media, the preparations, and the predicted time. The objectives are needed to help the teacher to focus on the English learning. The indicators are made to indicate the points that should be acquired by the children. The descriptions are required to give an overview to the teacher about the activity. The media list provides the things that are used to conduct the developed activities. The preparation list helps the teacher to organize things before the implementation of the developed activities. The last is the predicted time which helps the teacher to run the schedule precisely.

2. The Description of the First Developed Activities

Let's play with numbers

The activities of the first developed activities start with the energizer. It was sing and move session in circle time. The songs were *make a big circle, 1 2 3, 1 2 3 jump, up and down, open shut them, and little finger*. The song were selected which related with the theme. It also can motivate children to join the next activities. Next, children are joined the snack time and get ready for the next activity.

The following activity is opening activity. These activities consist of greeting, praying, registration, and introducing the theme. The songs that used to greet the children were *good morning, good morning our teacher, hello-hello and how are you*. In introducing the theme, flash cards were used as the media. They were numbers cards from 1 to 10 with smooth and rough surfaces. It purposed that children could use their sense to differentiate surfaces whether it's smooth or rough. For the followed activity, the teachers asked the children to close their eyes to imagine write the number.

Afterwards, the next activity is main activity. There were two activities, that is playing *give me a number* and *Simon says* game. First, the teacher explained the rule of the game and gave the examples. Next, the teacher said the instructions then the children follow and do the actions.

The last activity is closing activity. It consisted of evaluating, praying and saying goodbye. The teacher evaluated the previous activities and reviewed the vocabularies of that day activities. The activity closed by praying and saying

goodbye and sang *goodbye* and *come on let's go* songs. That was the sign that all activities had finished

3. The Description of the Second Developed Activities

Planting time

As mention before, the energizer and the opening activities are similar in each day. The energizer was a circle time with sing and move session. The songs were *make a big circle*, *1 2 3*, *1 2 3 jump*, *open shut them*, to reviewed the previous meeting and added with *planting time* and *seed* songs. Next, children are joined the snack time.

The next activity was opening activity. The songs that used to manage the children were *sit down please*, and *can you sit down*. The following activities were greeting by say hello and sang songs entitled *good morning*, *good morning our teacher*, *hello –hello*, and *how are you* followed by praying , registration, and introducing the theme. In introducing the theme, the first activity was sung *planting time* and *seed* songs followed by delivering the material. The media used in this session was a real plant that consisted of root, branch, stems, flower and leaves. Second, observing the plant and introducing the vocabularies deal with part of the plant. The children were asked to touch and smelled the flower to stimulate their sense.

The third activity was main activity. It was planting time. The activity was doing an action song. The children asked to sing a song and implemented the actions. The song was entitled *planting time*. The media used were seeds, soil, watering can, and shovel.

The last activity was closing activity. It consisted of evaluation of the previous activity by giving some questions and reviewed the vocabularies, followed by praying and saying goodbye.

4. The Description of the Third Developed Activities

Let's Draw and Color

In a set day, the energizer replaced with going to the fish shop. By walked to the fish shop, it also develops the children's physical development and learns to know their environment. At the fish shop, the children observed the fish and feed the fish. After that, the children were going back to school and have a snack time.

The next activity was held on the classroom. The teacher opened the activity by greeting, praying, registration, and introducing the theme. Next she introduced all the vocabularies about part of the fish body using. Here, they came to the main activity. The activity was drawing and color. The children asked to draw a beautiful fish step by step based on the teacher's instruction. The teacher was giving an example of the listen and does activity. The instructions were delivered in a sequence. Next activity was the children asked to color the fish that they already made.

The last activity was closing activity. It consisted of evaluation, praying and saying goodbye. For the evaluation, the teacher reviewed the previous activities and the vocabularies. Then, the meeting was closed by a short payer and saying goodbye.

D. Product Revision

The researcher consulted the first draft to her consultant after designing it. The consultant gave their opinions and suggestions to enrich it. Then, the researcher revised it to produce the first draft. The results of the comment and suggestions are presented in the following table.

1. Evaluation and Revision from the Consultant

There are five aspects that needed to be evaluated. The result of the evaluation from the consultant can be seen in the following table.

No.	Aspect	Evaluation	Comment/ Suggestion	Action taken
1.	Goal	Good	The aims are good. They are suitable with the children development stages.	There are no revisions in dealing with the goals. The teacher agreed with the goals and indicators.
2.	Activity	Good	The activities are suitable with the children's needs.	There are no revisions dealing with the activities.
3.	Language	Fair	The languages are simple, understandable and clear but sometimes the punctuation in the expressions is unclear.	It must be revised.
4.	Media	Good	The media is simple but can motivate the children in their learning process.	There is no revision needed.
5.	Lay out of the guidance book	Fair	The lay out should be well organized.	It must be revised.

Table 10: The Evaluation and Revision of the First Draft

There are five aspects which should be considered in evaluating the draft for the first time. Those are the goal, the activity, the language, the media, and the layout of the guide book. From all those evaluation, the researcher find that the goal, the activities and the media are not needs to be revised. However, the language and the layout of the guidance book should be revised. The researcher

revised the language and completed the sentence in the expression by adding some punctuation. For the layout, the researcher re-arranged it so the layout is more interesting.

2. Evaluation and Revision from the Participants

Evaluation of the first draft of the developed activities evaluated by the English teacher, four TPA teacher and two students of English Education Department, Faculty of Language and Arts, Yogyakarta State University. They gave comments and suggestions by filling in questionnaires. They also revised the first draft of the developed activities. The data of the respondents were presented below.

Group of Participants: English teacher, TPA teachers and English Departent Students						
Sex		Educational Background		Teaching Experience (years)		
Male	Female	US	UG	0-2	2-5	>5
-	7	2	5	2	2	3

Table 11: The data of the participants

Notes:

US : University Student

UG : University Graduate ‘

The result of the questionnaires was divided into two types of data. They are quantitative and qualitative data. The quantitative data were from the participants’ opinions, while the qualitative ones were from the participants’ comments and suggestions on the developed activity. The data of the questionnaire consists of five aspects: goal, activity, language, media, and layout. The data are presented the mean score of the questionnaire under the activity aspect. There are four categories which classified the mean scores: very poor

(1.00-2.50), poor (2.51-3.00), good (3.01-3.50), very good (3.51-4.00). Below is the explanation of the aspects.

a) Goals

The goal is one of the aspects which are considered to be evaluated in the questionnaire. The obtained data of the goal aspect is as follows.

Aspect to be considered	N	Mean	Statement number	Statement
Goal	7	3.57	1	Kegiatan yang dibuat sesuai dengan aspek perkembangan anak usia dini.
	7	3.57	2	Kegiatan yang dibuat sesuai kebutuhan anak usia dini.
	7	3.42	3	Kegiatan yang dibuat sesuai dengan karakter umum anak usia dini.
	7	3.57	9	Kegiatan yang dibuat sesuai dengan course grid yang telah disusun.
	7	3.57	10	Kegiatan yang dibuat sesuai dengan indikator.
	7	3.28	11	Indikator yang dibuat mencerminkan tujuan yang hendak dicapai.
	7	3.57	12	Indikator yang dibuat dapat dilaksanakan oleh anak usia dini.
The average of the mean score				3.50

Table 12: The mean score of the goal aspect

From the table above, the goal aspect is in the good category which is showed by the average mean score 3.50. There are seven statement numbers. From the statement number 1, the mean score is 3.57, that the activities are suitable with the children development stages. The statement number 2 shows that the activities are suitable with the children needs with mean score 3.57. The mean score of statement number 3 is 3.42 that the activities are suitable with the

children's characteristics. The statement number 9 shows that the activities suitable with the course grid, prove by the mean score 3.57. Next, the statement number 10 shows that activities are suitable with the indicators with the mean score 3.57. The statement number 11 shows that the indicators reflect the objective which should be reached, prove by the mean score 3.28. The mean score of the statement number 12 has the mean score 3.57, shows that the indicators are reachable for the children. It can be concluded from the explanation above that the goal aspect of the developed draft is in the good category. Therefore, it is ready to be tried out.

b) Activity

This study has aim to develop appropriate activities for children. Therefore, the questionnaire has covers the activity as one aspect that should be evaluated. The result data of the questionnaire about the activity aspect can be seen in the following table.

Aspect to be considered	N	Mean	Statement number	Statement
Activity	7	3.57	4	Kegiatan yang dikembangkan bervariasi.
	7	3.42	5	Kegiatan yang dibuat menarik dan menyenangkan untuk anak usia dini.
	7	3.57	6	Kegiatan yang dikembangkan membuat anak melibatkan panca inderanya.
	7	3.42	7	Kegiatan yang dikembangkan melatih perkembangan motorik anak.
	7	3.42	8	Kegiatan yang dikembangkan melatih perkembangan kognitif anak.
	7	3.57	13	Pemilihan lagu-lagu sesuai dengan topik.
	7	3.28	14	Lagu-lagu mudah dikuasai guru.

	7	3.42	15	Lagu-lagu mampu memotivasi siswa.
	7	3.42	16	Pemilihan permainan (<i>game</i>) sesuai dengan topik
	7	3.28	17	Permainan (<i>game</i>) menarik dan menyenangkan
	7	3.28	18	Permainan (<i>game</i>) mampu memotivasi siswa.
The average of the mean score				3.42

Table 13: The mean score of the activity aspect

The average mean score of the activity aspect is 3.42 which in good category. All respondents agree that the activities of the English day are ready to be tried out. There are 11 statements which evaluate the English day activities. They are numbers 4, 5, 6, 7, 8, 13, 14, 15, 16, 17 and 18.

From statement number 4 with the mean score 3.57, it can be seen that the variation of the activities are good. From the statement numbers 5 with mean score 3.42, shows that the activities are interesting and fun for children. The developed activities also stimulate children senses, prove by statement number 6 with the mean score 3.57. The developed activities also stimulate children's motor skills, prove by statement number 7 with the mean score 3.42. The statement number 8 also prove that the developed activities develop children's cognitive skills, with the mean score 3. 42. The statement number 13 till 15 shows that the songs are selected based on the topic with the mean score 3.57, the songs are easy to learn with the mean score 3.28 and the songs can motivate the children with the mean score 3.42. Next, the games are related with the topic prove in the statement number 16 with the mean score 3.42. The games are interesting and can motivate children in learning English prove in the statement number 17 and 18 with the mean score 3.28 for each statement. It can be concluded from the explanation

above that the activity aspect of the developed draft is in the good category.

Therefore, it is ready to be tried out.

c) Language

The obtained data of the language aspect can be seen in the table below.

Aspect to be considered	N	Mean	Statement number	Statement
Language	7	3.42	20	Bahasa yang digunakan sederhana dan sesuai untuk anak usia dini.
	7	3.14	21	Bahasa yang digunakan mudah dipahami anak usia dini.
	7	3.71	22	Bahasa yang digunakan mengenalkan <i>vocabulary</i> pada anak.
	7	3.14	23	Ekspresi yang diterapkan sering digunakan dalam kehidupan sehari-hari bagi anak-anak
	7	3.57	24	Ekspresi yang disediakan sesuai dengan kegiatan yang dilaksanakan.
	7	3.57	25	Kegiatan yang dibuat menggunakan perintah satu kata yang bervariasi.
The average of the mean score				3.42

Table 14: The mean score of the language aspect

From the table above, it can be seen that the language aspect is in good category with the average mean score 3.42. There are six statements number. Those numbers are 20, 21, 22, 23, 24, and 25. The languages are simple for teaching children, shows in the statement number 20 with the mean score 3.42. The language also easy to learn, shows in the statement number 21 with the mean score 3.15. It also teach some vocabularies to children, shows in the statement number 22 with the mean score 3.71. The used of the expressions are related to the children's daily life, prove in the statement number 23 with the main score 3.14. Next, the expressions in the developed activities are related with the

activities and varied. Those statement can be seen in the statement number 24 and 25 with the same result of the mean score 3.57. With the average mean score 3.42, it can be conclude that the language aspect is in the good category and it can be implemented.

d) Media

Next aspect to be evaluated is media which has an important role in teaching English to very young learners. Below is presented the obtained data of the questionnaire about media.

Aspect to be considered	N	Mean	Statement number	Statement
Media	7	3.42	26	Media yang digunakan bervariasi.
	7	3.57	27	Media yang digunakan berwarna-warni.
	7	3.42	28	Media tersebut aman untuk anak usia dini.
	7	3.57	29	Media tersebut mudah digunakan anak usia dini.
	7	3.42	30	Media yang digunakan membuat anak-anak termotivasi untuk mengikuti kegiatan
	7	3.57	31	Media yang digunakan membuat kegiatan lebih menyenangkan bagi anak usia dini.
The average of the mean score				3.49

Table 15: The mean score of the media aspect

From the table above, the statements about media are in the good category. It is shown by the average mean score of 3.49. There are six statements related with the media aspects. They are number 26 till 31. There is a varied media in the developed activities shows in the statement number 26 with the mean score 3.42. The media is colorful mentioned in statement number 27 with the

mean score 3.57. The media are save for children show in statement number 28, with the mean score 3.42. The media are easy to used by children, which state in statement number 30 with the mean score 3.57 and the media used are supported the activities more pleasant and fun for children., prove in the statement number 31, with the mean score 3.42. Therefore, based on the explanation above, the developed draft has fulfilled all the criteria of very good media, and it is ready to be tried out

e) The layout of the guide book.

The last aspect to be evaluated is the layout of the guide book. The data about layout is presented below.

Aspect to be considered	N	Mean	Statement number	Statement
Layout of the guide book	7	3.57	32	Jenis dan ukuran huruf yang digunakan sudah baik.
	7	3.42	33	Warna-warna yang digunakan sudah serasi.
	7	3.42	34	Ilustrasi yang digunakan sudah sesuai.
	7	3.42	35	Keseluruhan layout pada draft sudah baik.
The average of the mean score				3.45

Table 16: The mean score of the layout of the guide book aspect

The table above shows that the layout of the teacher's guide book is good. It is proved by the mean score of 3.45 which is included in the good category. There are four statement numbers. They are statement number 2 till number 35. For the statement number 32, it is indicated that the font and the font size are good with the mean score 3.57. For the color of the layout is good, shows in the statement number

33 with the mean score 3.42. The illustration also good prove in the statement number 34 with the mean score 3.42 and most of the whole layout of the draft is good shows in statement number 35 with the mean score 3.42. It can be concluded from the explanation above that the layout of the guide book aspect of the developed draft is in the good category.

The researcher summarizes the comments and suggestions from the participants in the following list.

1. The goals of the developed activities were good.
2. The developed activities were varied.
3. The language was understandable.
4. The media used in the developed activities was good.
5. The layout of the guide book was sufficient.

The result of the questionnaire shows that the developed draft is ready to be tried out. The five aspects on the questionnaire belong to the good categorize which can be seen from the mean and the participant's comments. Therefore, there is no need to do more revisions. The developed draft is approved to be implemented.

E. The Final Draft of the Developed Activities

The Try-out, Analyzing, Evaluating and Revising

After revising the first draft based on the participants, finally the final draft could be produced. To produce the second draft, the researcher revised the first draft by considering the participant's judgment. The second draft which had been approved by some respondents was ready to be tried out. It can be seen from the result of the questionnaire for the participant's judgment. The second draft consists of three

themes. The titles of the second draft are the same as the first draft. They are *Number: Let's Play with Number*, *Plant: Planting Time*, and *Animal: Beautiful Fish*. The researcher tried out the second draft with the aimed to know whether the developed activities are appropriate for children and can be implemented in the school.

The meeting was done once a week as followed the school schedule, so the try-out needed one month. To get the data, the researcher used two techniques: the observations and the interviews. The observations were used to know the students' conditions and responses during the try-out, while the interviews which were delivered to the English teacher were used to get the teacher's opinions and suggestions about the developed activities. Finally, the researcher revised the second draft using the obtained data to produce the final draft.

1) The Second Draft of the First Developed Activities *Let's Play with Numbers*

This unit consists of four activities. They are energizer, opening activity, main activity and closing activity. The energizer is a circle time with sing and move activities. This activity closed with the snack time. The opening activity consists of greeting, praying, registration and introducing the theme. The main activity has four phases. They are mentions the numbers 1 to 10, differentiate the smooth and rough surfaces, playing give me a number game, and playing a Simon says game. There are two objectives in this activity. They are language focus on following the instruction and content focus on developing gross motor skill and cognitive skill. Those objectives have been developed into three indicators. The indicators require children to respond the teacher's instruction, to sing a song, and to do the action games.

a. The Try-Out of the Second draft of the First Developed Activities

The try-out was done on Saturday, 28th June 2014. For the first day of the try-out, the researcher came earlier at 07.00 a.m. All children attend to the school. The teacher collaborated with the researcher to conduct the try-out. The researcher had prepared many things which would be used for the activities. First, she set the classroom. Next, she prepared the media which would be used for the activities. She used cards of one to ten numbers made by herself. There were two groups of cards with smooth surfaces and rough surfaces. She also prepared balls and basket. After she finished prepare the classroom and the media, she joined the teacher to welcome the children.

1) Energizer

The activity was held in the school yard. All the children joined the sing and move session in the circle time. The first song is *make a big circle* to manage the children. This is supported from the quotation in the field note below.

The bell rang at 08.00 a. m. The teacher collaborated with the researcher to conduct the try-out. The teacher said “Everybody, let’s go outside, *ayo smua keluar dan buat lingkaran*, let’s make a big circle.” All the children come together in the yard. The English teacher sang *make a big circle* song which meant that the children had to ready for the energizer activity. “*Ayo anak-anak buat lingkaran*, come on, let’s make a big circle” said the teacher. “Ok miss”, the children answered.

Appendix F, Field Note 1

The second song is *1 2 3*, the children are asked to imitate a soldier. This is supported from the quotation in the field note below. This is supported from the quotation in the field note below.

First, the teacher sang *1 2 3*. “*Ayo kita nyanyi tentang angka*, let’s sing a number song, *dengar dan ikuti ya*, listen and follow me”, said the teacher. The teacher started singing “One two three four five six, seven eight nine ten, one two three, four five six, seven eight nine ten” while pretending to be a soldier

who was walking on marched. All the children followed her.” *Gimana, bisa? Diulangi lagi ya, lebih keras lagi nyanyinya ikuti juga gerakannya ya seperti pak tentara baris, ok?” ... “Yaa Miss” “Great”.*

Appendix F, Field Note 1

The following song is *12 3 jump*. This song’s lyric and the instruction are simple and understandable for the children. This is supported from the quotation in the field note below.

“*Kita lanjutkan ya, lagunya 1 2 3 jump, Miss kasih contoh dulu, perhatikan.*” The teacher gave the example and the children pay attention on her. Most children watched the children and imitate what the teacher do. “*Nah itu bisa, ayo lakukan lagi, ingat kalau jump berarti lompat, ayo coba sama- sama ya, come on let’s sing together*”.

Appendix F, Field Note 1

The next song is *up and down* song. This song still requires the children physically active. The instructions also understandable for them because they have already teach about left, right, up, down, and shake. All of these words are familiar for them. It can be seen in the following field note.

“*Lanjut ya, lagunya up and down, gampang kok, yuk kita sama sama belajar.*” “*Ok Miss*”... “*Great, masih ingat kan kalau up itu naik, down itu turun?*” ...*masih Miss, the children answered. “Pinter, kan udah sering diajarkan to? Kalau kanan itu right, kiri itu left, masih ingat? She added. “Masih Miss, the children answered.” Ok, great, let’s begin.” Said the teacher.* The teacher started sing the song and all the children follow her.

Appendix F, Field Note 1

Then, the children are asked to sing open shut them. This song is very simple and the children can understand it well. It can be seen in the following field note.

It was *open shut them* song. The song is very simple. Again, the song sang twice and all the children can imitate teacher in singing it.

Appendix F, Field Note 1

The last song is *little finger*. The song only focused on the finger’s coordination. It can stimulate the pliability of their fingers. The evidence shows in the field note below.

The song only focused on the finger's coordination. It can stimulate the pliability of their fingers. "*Selanjutnya kita main jari ya, lagunya little finger*, please listens and follow me."... "Yes Miss/ Ok Miss," the children yelled. They sang together. "*Gimana, susah?*"... "Gak Miss" All the children yelled Ega said, "*gampang Miss.*" They looked enthusiast and happy. "*OK, besok kita ulangi lagi ya.*"... "horee" the children shouted.

Appendix F, Field Note 1

Snack time

After finished the energizer, the children joined a snack time. They wash their hands and entered the dining hall. It can be seen in the following field note.

After finished the energizer, the teacher asked the children to make a line and prepared for snack time. The teacher said, "Make a line, please!" Then the children answered by "yes Miss." The researcher helped the teacher to organize the children. Then, the children put off their shoes and arranged them on the shoes rack. They wash their hands and entered the dining hall. It was a snack time.

Appendix F, Field Note 1

The teacher had prepared snack and tea. Before they enjoyed the meal, the teacher sang *sit down please, can you sit down* and *I like cookies* to manage the children and lead for prayer. The children followed the teacher singing the song and raise their hands for praying. After finished the meals the teacher the teacher lead for the prayer. Next, she asked the children to wash their hands. She also asked the children to have a toilet training. At that moment, there were no children that want to go to the toilet. The evidence can be seen in the quotation in the field note below.

. Next, she asked the children to wash their hands. "Wash your hands please," said the teacher. "Please save the water", she added. She also asked the children to have a toilet training. "*Ada yang mau pipis dulu gak?*" "Gak Miss" said the children. At that moment, there were no children that want to go to the toilet.

Appendix F, Field Note 1

It shows that the children are ready to join the next activities. Further, the children entered the classroom for the next activity.

2) Opening Activity

a) Greeting

For the beginning the teacher greets the children. She sings *good morning, good morning our teacher, hello-hello and how are you* songs. The evidence can be seen in the quotation of the field note below.

In the opening activity, the teacher greets the children. “Hello children how are you today?” asked the teacher. “I’m fine, thank you, and you?” the children answered together. “I’m fine too, thank you, the teacher answered. Next, sang *good morning, good morning our teacher, hello-hello and how are you* songs. The children followed the teacher sang the songs and clapping their hands while singing.

Appendix F, Field Note 1

b) Having Short Prayer

The teacher led for a short prayer. All the children followed her. It can be prove based on the quotation of the field note below.

Next, the teacher leads for prayer. She said, “Before we start our lesson; let’s have a short prayer, shall we.” Then, all the children followed her instructions. They raise their hands up and pray.

Appendix F, Field Note 1

c) Registration

There was not any child who was absent that day, so there were ten children who came to the school. While the teacher called the children’s name, the children were raised their hands and said *present*. Some of the children looked shy when they said present. It can be seen in the quotation of the field note below.

After they finished the prayer, the teacher continued for checking the children’s attendant. “Let’s take the register.” There was not any child who was absent that day, so there were ten children who came to the school. While the teacher called the children’s name, the children were raised their hands and said *present*. Some of the children looked shy when they said present. It is a routine activity, so there is no any difficulty found for both children and teacher.

Appendix F, Field Note 1

d) Introducing the Theme

After finished the registration, the teacher started to introduce the theme of that day activity. First, she sang a number song as the warming up. The children followed her sang the songs with clapping their hands. The children are asked to mention the number from one to ten. It can be seen in the following field note.

“ Baik, kita mulai ya belajarnya.” Are you ready?”...yes Miss.” Hari ini kita belajar angka, siapa bisa menyebutkan angka 1 sampai 10 dalam bahasa Inggris?, Can you mention the numbers?” ...bisa, aku Miss- aku Miss, the children shouted. They looked enthusiast to mention the numbers. “Kita sama-sama dulu ya ngucapinnya, Miss dulu lalu kalian ikuti, ok?” Ok Miss.” That’s Great, she added. “Sekarang kita ulangi lagi, tapi dengan menghitung jarinya Miss ya, let’s count my fingers.” “Aku dulu ya Miss,” said Caca. “Aku Miss,” Ega shouted. “Ok, ok, bareng- bareng aja, are you ready?” ...”Yes Miss.” All the children count loudly while pointed the teacher’s finger. “Very good” added the teacher.

Appendix F, Field Note 1

Next, she took number cards and started explained. That was a group of cards number 1 to 10 in smooth surfaces. She showed the number one by one to the children. The teacher asked the children started from number one up to ten and mention the numbers with repetition. The children followed the teacher instruction and said the number loudly. The teacher continued delivered the material. The evidence can be seen in the field note below.

“Sekarang Miss punya kartu angka, she showed the flash cards. Ada yang tau ini angka berapa? Do you know what number is it? ...”one” most of the children answered. Then, she asked the children to mention the number showed by the flash card. “Please repeat after me, say it together, one, two...ten.” The children followed the teacher instruction and said the number loudly. She continued till number 10. Next, she asked each child to mention it one by one in random. “Mas Akbar, what number is it?”... “Eight”...”very good”, she added. She continued till all the children took their turn. “Semua sudah bisa ya?” then the children answered “Yes miss.” Great, semua pintar ya.” she added. All the children smiled.

Appendix F, Field Note 1

The following activity is the children are asked to touch the cards to know whether the surfaces are smooth or rough. The evidence is in the following field note.

“Coba sekarang sentuh permukaan angkanya,” ...”gini Miss?” ...”Yes, apa yang kalian rasakan, halus atau kasar?” ...”Halus Miss” the children answered. “Coba rasakan lagi.” she continued. Caca answered, “halus kok.”

Appendix F, Field Note 1

The teacher has another numbers card, in order the children are asked to compare the surfaces. She took a group of numbers in rough surfaces. The number made of sand paper. It used to differentiate surfaces whether it's smooth or rough. The teacher showed the cards and asked the children to touch them. It is supported from the field note below.

“Ok, kita lanjutkan. Miss punya kartu lagi, coba kalian bandingkan permukaannya,” she distributed the number to each child. It was a group of card numbers in rough surfaces. The card of numbers made of sandpaper. It used to differentiate surfaces whether it's smooth or rough. The teacher showed the cards and asked the children to touch them. At the beginning, the children look confused, but further, they became anxious to touch the cards. “Kasar Miss”, said Affan. The teacher answered, “Iya, kasar ya, beda tidak sama yang tadi?” ...”Beda Miss...” Coba rasakan lagi, sentuh sesuai bentuknya,” she added.

Appendix F, Field Note 1

For the last activity in this session, the teachers asked the children to close their eyes to imagine write the number. It can be seen in the following field note.

“Sekarang merem, coba bayangkan bentuk angkanya tadi, kita belajar mengenal bentuknya, biar bisa nulis angkanya, kita mula dari angka satu, ok?” “Ok Miss”, the children answered and did the instruction given.

Appendix F, Field Note 1

3) Main Activities

The main activities are playing give me a number and Simon says games. The teacher explained to the children that she will continue the activity outside the class. Before the teacher explained the rule of the game, she asked the children to

sing *five little duck*. Next, she explained the rule of the game. The children listened carefully. Most of them looked impatience. The teacher is giving different instructions such as *give me three claps; give me two balls*, etc. She said the instructions clear and loud so the children can understand it well. The evidence can be seen in the quotation of the field note below.

The teacher said, "*Permainannya gampang, nanti kalian Miss minta melaksanakan apa yang Miss perintahkan. Misalnya Miss bilang "give me two, lalu kalian mencari teman satu teman, kalau "gime me 3, berarti kalian buat grup jadi 3 orang, bisa tidak kira kira? " Saya harus bisa, said the children. "Are you ready? Said the teacher. "Yes Miss, I'm ready, "the children answered together.*

Appendix F, Field Note 1

The following activity was play a Simon says game. The teacher explained the rule of the game. The children looked impatient and the atmosphere became so noisy. Next, the teacher begins giving an instruction. The evidence is in the following field note.

The teacher explained the rule of the game. The children looked impatient and the atmosphere became so noisy. "*Apa itu Miss?*" said the children. "*Iya, hampir sama kok sama permainan yang tadi, are you ready for the next game? The children yelled "Yes Miss!"*

Appendix F, Field Note 1

Sometimes the teacher replaced Simon into her name. She gave the instructions with gesture and mimics to build the children understanding. The children listened seriously and do the action. They looked focus and get prepared to act the next instructions.

4) Closing Activity

The teacher sang songs that they have learned and evaluates the previous activity. It can be seen in the following field note.

. “Are you happy today?” said the teacher. “Yes miss”, the children yelled. “What did we do today?” asked the teacher. “*Ngitung angka, main kartu, ma mainan diluar Miss*”, Alif answered. “Good, pinter mas Alif”, said the teacher.

Appendix F, Field Note 1

She also reviewed the new vocabularies of the day. All children seemed happy. They smiled and laughed. Then, she asked the children to have a short prayer. Lastly, the teacher say goodbye and sang *goodbye* and *come on let's go songs*. All the children were shaking their hands. That was the sign that all activities had finished. . The whole activities can be illustrated in the figure below:



Figure 11: The First Developed Activities

From the observation, all the children joined the activities. The children were eager to join the activities. They looked happy and cheerful. They often smiled and laughed while doing the activities. They joined the teacher in singing some songs. They looked confident in doing the teacher's instructions. They were able to follow all activities.

The teacher also gives English exposure to the children by giving comments of the children while doing the activities. The used of facial expression and gesture done to build children's understanding. Sometimes, the teacher used the guide book in conducting the activities and teaches the children in well organized.

b. The Evaluation of the Second Draft of the First Developed Activities

To evaluate the implemented draft, the researcher used interviews and observations. She observed the developed activities during the process based on the observations guide. The observation was used to know the children's conditions and responses to the developed activity. In addition, the researcher interviewed the English teacher about the teacher's feeling and opinion during the try-out. The researcher wrote the data in the form of interview transcript. Based on the observation, the children joined all activities eagerly. They looked happy and cheerful. The evidence can be seen from the quotation in the field note and the interview transcript below.

"Selanjutnya kita main jari ya, lagunya little finger please listens and follow me."... "Yes Miss/ Ok Miss," the children yelled. They sang together. "Gimana, susah?"... "Gak Miss" All the children yelled Ega said, "gampang Miss." They looked enthusiast and happy. "OK, besok kita ulangi lagi ya."... "horee" the children shouted.

Appendix F, Field Note 1

R : *Terima kasih. Bagaimana menurut ibu tentang kegiatan yang baru saja dilaksanakan?*

(Thank you. What do you think about the activities that have been done?)

ET : *Sudah bagus mbak. Sudah menarik dan bervariasi. Dari mengenalkan angka, ditambah ada variasi membedakan permukaan bentuk angka, dan permainan sangat menyenangkan. Anak-anak juga terlihat senang dan bersemangat sekali. Mungkin karena ini baru buat mereka.*

(The activities are good. They are interesting and varied. It is very please to introduce the number, differentiated the surfaces, and games. The children are very happy and enthusiast. Maybe it's new for them.)

Appendix G, Interview Transcript 2

They repeated the teacher's words, and tried to sing together with the teacher. They were able to give the right responses to the teacher's instructions and looked interested to the activities. From the interview, the researcher knew that the teacher was very happy as she could conduct the developed activities

well. She looks very confident in guiding the children. The guide book was very helpful for her. It can be prove from the quotation in the following interview transcript.

R : *Kalau yang ibu rasakan saat mengampu mereka bagaimana bu?*
 (What do you feel when guiding the children?)
 ET : *Yang jelas lebih enteng saya ngajarnya mbak, jadi lebih siap dan terarah juga. Meskipun kita tadi berkolaborasi ngajarnya, hehe.*
 (It is easier, well-prepared, and guided although we were collaborated in teaching.)

Appendix G, Interview Transcript 2

1) Goal

The goal of the first developed activities, *Let's Play with Numbers* has met the children's level of age and the competencies based on the government generic learning manual. Following the teacher's instructions is a good technique in giving the English exposure to the children. It makes the children listen to the English words and try to give the right responses. The indicators are able to be reached by the children and are appropriate to the children's development. Thus, there is not any revision needed. It can be prove from the quotation in the following interview transcript.

R : *Apakah kegiatan yang dikembangkan sudah sesuai dengan tujuan dan karakteristik anak?*
 (What about the developed activities are they suitable with the aim and the children's characteristics?)
 ET : *Saya rasa sudah cukup bagus mbak. Kegiatannya sudah sesuai dengan tahapan dan karakter anak. Melatih motorik kasar dan halus anak juga kognitifnya. Mereka jadi lebih bersemangat belajar bahasa Inggris jadinya.*
 (I think that was quite good enough. The activities were suitable with the children stages and characteristics. It trained their fine and gross motor skills, also their cognitive skill. They became more enthusiasts in learning English.) :

Appendix G, Interview Transcript 2

2) Activity

The activity of the first English day is very enjoyable and interesting for the children. It can involve and attract them. The children are not too noisy and can pay attention to the activity because they are fascinated to it. They looked confident and do it easily. They are also able to give the right responses to the teacher's instructions. It can be prove from the quotation in the field note below.

*"Sekarang Miss punya kartu angka, she showed the flash cards. Ada yang tau ini angka berapa? Do you know what number it is? ..."*one" most of the children answered.

Next, she asked each child to mention it one by one in random. "Mas Akbar, what number is it?"... "Eight"... "very good", she added. She continued till all the children took their turn. *"Semua sudah bisa ya?"* then the children answered "Yes miss." *Great, smua pinter ya."* she added. All the children smiled.

Next, the teacher begins giving an instruction. Sometimes the teacher replaced Simon into her name. She gave the instructions with gesture and mimics to build the children understanding. *"Gimana, susah tidak* asked the teacher. The children answered," *gak Miss."*The children listened seriously and do the action. They looked focus and get prepared to act the next instructions.

Appendix F, Field Note 1

The activity has met the children's level and competencies based on the government generic learning manual. The activity allows them to repeat some English words and sing some English songs, so it gives the English exposure to the children. Therefore, there is not any revision needed regarding the kinds of the activity.

3) Language

The teacher can master the expression given without any difficulties. The expressions are simple and understandable. The evidence can be seen from the quotation in the field note and the interview transcript below.

R : *Bagaimana dengan bahasanya bu?*
(What about the language mam?)
ET : *Bahasanya simple mbak, mudah dipahami dan jelas.*
(The languages are simple, understandable, and clear.)
R : *Apa ibu menemui kesulitan dengan ekspresinya?*
(Do you find any difficulties about the expressions?)
ET : *Sebenarnya tidak ada masalah mbak, Cuma ada yang salah ngucapinnya tadi, hehe.*
(Actually there was no problem. I only mispronounce it, hehe.)

Appendix G, Interview Transcript 2

The procedure of each activity is supported by pictures. The children are able to repeat some words which are listed on Vocabulary of the Day. Thus, there is no revision needed.

4) Media

The media which are used to support the learning process in the first developed activities are interesting for the children. The media can support the learning process. They are safe for children. It can be prove from the quotation in the interview transcript below.

R : *Iya bu, hehe. Kalau medianya bagaimana bu?*
(Yes maa'am. What about the media?)
ET : *Secara keseluruhan sudah bagus, sudah menggunakan media yang aman untuk anak. Mungkin ukuran kartunya bisa diperbesar mbak terutama yang pakai kertas pasir, biar anak lebih lama merabanya.*
(Generally the media are good. They were used the media the media that save for children. May be for the cards, you can make it bigger, especially for the sand paper cards in order the children can touch it longer.)

Appendix G, Interview Transcript 2

However, the size of the flash card especially for the flash card that made from sand paper should be revised. The size should be bigger than before.

5) Layout

The teacher said that it is easy in understanding the guide book. The type and size of the font are clear to be read. The pictures are all fine. However, the teacher added that it might be better if the pictures are completed with the real

photographs to give an overview to other English teachers. Moreover, the size of the guide book might also be much better if it is easy to be brought everywhere, so the teacher can easily open the book when she forgets the expressions. Thus, the guide book size needs to be designed to a smaller one. The evidence can be seen from the quotation in the field note and the interview transcript below.

R : *Ya bu. Bagaimana dengan buku panduannya. Apakah ada yang perlu saya perbaiki?*

(Yes ma'am. What about the guiding book? Should I revise it?)

ET : *Sepertinya untuk ukurannya bisa diperkecil. Misal saya lupa jadi gampang nyarinya. Untuk gambarnya juga bisa diganti dengan foto aslinya biar lebih menarik.*

(It seem that you can resize the book became smaller. If I'm forgetting, I can find it easily. You also can change the picture with the real one. It will be more interesting.)

Appendix G, Interview Transcript 2

c. The Revision of the Second Draft of the First Developed Activities

Based on the evaluation of the second draft of the first English day, there are some points which should be revised by the researcher. Those points are presented on the table below.

Aspects	Feedback	Revision
Goal	The goal has met the children's development stages and competencies.	There is no revision needed.
Activity	The activities are appropriate for the children.	There is no revision needed.
Language	The language is simple and understandable.	There is no revision needed.
Media	The media are safe, interesting and support the learning process. It needs bigger flash card especially the sand paper cards.	The flash cards should be resized bigger than before.
Layout	The picture should be replaced with the real photograph. The guide book can be resize become smaller.	Resize the guide book into a handy book

Table 17: The Revision of the second draft of the first developed activities

From the table above, the goal and indicators have met the children's development and competencies, so they do not need to be revised. It can be seen that the activity is appropriate to the children. It suits the children's level and competencies. It does not need to be revised. The language is simple enough for both children and teacher. Thus, there is no revision regarding to the language.

The media are interesting, safe, and supporting the learning process. However, to prolong the activities, some larger media are needed. The font on the guide book is all right, but the pictures might be much better if completed with the real photographs. The guide book needs to be rearranged into a handy one.

2. The Second Draft of the Second Developed Activities, Plant: Panting Time

As mention before, the second developed activity also consists of four main activities. They are energizer, opening, main, and closing activities. The energizer, opening and closing activity are the routines of every day. The main activity of this unit is planting.

The objectives of the second developed activity are divided into two, namely the language and the content. The language focuses, on following the teacher's instructions and introducing vocabulary about things to make cookies. The content is aimed to develop the children's gross and fine motor skills. The two objectives are broken into four indicators which ask the children to be able to understand the teacher's instructions, to sing and say some words in the action songs, to use their sense, and to mention some vocabularies about plant.

a. The try-Out of the Second Draft of the Second Developed Activities

The try out was done on Saturday, 5th July 2014. There was no any child who was absent in that day. There were ten children. Like a day before, the researcher came early on that day. She had prepared all the media that would be used for the activity. She prepared the soil, seeds, plants, shovels, and watering can.

1) Energizer

At 08.00 a.m. the bell was rang. All the children ready to have an energizer. They joined the sing and move session in a circle. The teacher sang *make a big circle, 1 2 3, 1 2 3 jump, open shut them*, to reviewed the previous meeting. The evidence can be seen in the quotation of the field note below.

.” *Kita ulangi lagi ya lagu yang kemarin, biar kalian cepat hafalnya, ok?* Said the teacher. “Ok Miss, the children answered.

Appendix F, Field Note 2

It has a purposed to remind the children about the song in order they can sing the song well. She also added the song entitled *planting time* and *seed* that suitable with the theme. It can be seen in the field note below.

“*Miss punya lagu baru. Judulnya seed. Seed itu benihatau biji, coba dengarkan ya.* The teacher gave an example. “*Ayo ikuti lagu dan gerakannya*”, she added. All children seemed happy and followed the teacher to sing and do the action. They smiled while singing and moving.

.”
“*Tambah satu lagu lagi ya, coba perhatikan, nanti lagunya buat kegiatan kita hari ini,*” said the teacher.”*Lagunya planting time, perhatikan ya,*” she added. The researcher helped the teacher to manage and giving an example of the action songs. The teacher started sang the song. She sang slowly, so all the children can follow her. “*Bisa kan? Seperti orang nanem pohon.*” the teacher asked. “*Iya Miss,*” Alif and Ega answered.

Appendix F, Field Note 2

This song closed the energizer activity. Next, the children are asked to join a snack time.

Snack Time

Having finished the energizer, the children asked to make a line in order to enter the dining hall. The followed activity was snack time. The children put off their shoes and put it in the shoes rack. Then, they go to the dining hall. They walked in a line and get a queue to wash their hands. It can be seen in the following field note.

They walked in a line and get a queue to wash their hands. The teacher said, “Wash your hands please, save the water and take a turn.”... “Ok, ok Miss”, all the children answered.

Appendix F, Field Note 2

Next, the teacher sang *sit down please, can you sit down and I like cookies* songs to manage the children. The teacher led for a prayer. The children followed the teacher and pray. It can be seen in the field note below.

She said, “Let’s raise our hands and pray.” All the children followed the instruction.

Appendix F, Field Note 2

Having finished enjoyed their snack, the children are asked to take a short prayer after eating, wash their hands and get a toilet training before they go to the next activity. There were no children that want to go to the toilet. In hence, the teacher asked the children to enter the classroom

2) Opening Activity

a) Greeting

For the beginning the teacher sings *good morning, good morning our teacher, hello-hello and how are you* songs. The children followed the teacher

sang the songs and clapping their hands while singing. Next, she greets the children. The evidence can be seen in the quotation of the field note below.

She opened the meeting by greeting. she said, “good morning children, how are you today?” ... “Fine thank you, and you,” answered the children...” I’m fine too, thank you” answered the teacher. Next, she sang songs *entitled good morning, good morning our teacher, hello –hello, and how are you.*

Appendix F, Field Note 2

b) Having Short Prayer

The teacher led for a short prayer. It can be seen in the field note below.

“Now, let’s have a short prayer, shall we?” said the teacher. The children were raised their hands and followed the teacher.

Appendix F, Field Note 2

c) Registration

After finished the prayer, the teacher continued the activity by a registration. This is supported from the quotation below.

. “Let’s take the register. Who is absent today? *Siapa yang tidak masuk hari in?*”... “ *Gak ada Miss*, Alya answered. She called the children and the children answered with “present”.

Appendix F, Field Note 2

There was not any child who was absent that day, so there were ten children who came to the school. While the teacher called the children’s name, the children were raised their hands and said *present*.

d) Introducing the Theme

The next activity was opening session. The teacher sang *sit down please*, and *can you sit down* to manage the children. They sang the songs and clap their hands. Again, the teacher collaborated with the researcher to conduct the try-out. First, the teacher sang *planting time* and *seed* song. Then, she began to explain the

material. She introduced the material about plant. She took a plant that was had prepared. This is supported from the quotation below.

She took a plant that was had prepared. She said, “Miss punya tanaman coba diperhatikan.” ...”*Ya Miss*”, answered the children. She continued by explaining the part of plant’s body and said, “The plant consists of root, branch, stems, flower and leaves, this is root, *coba katakan bersama*,” ...”Root” said all the children. Next, she continued explain the other parts of plant one by one.

Appendix F, Field Note 2

When she showed the plant, the children looked enthusiast to touch the flower. It can be seen in the field note below.

When she showed the plant, the children looked enthusiast to touch the flower. “Lihat Miss, lihat Miss”, the children yelled. “*Boleh pegang gak Miss?*” asked Caca. “*We, gak boleh*”, Ahnaf answered. Then the atmosphere became so noisy. Next, the teacher said, “*Iya boleh tapi nanti ya, buat belajar dulu, nanti smua megang dan nyium bunganya kok*”. “Horee, asik, the children yelled.

Appendix F, Field Note 2

They became so noisy and some of them won’t sit. Because of that, he teacher asked the researcher to hold the plant and helped her to show the part of the plant that she explained. All the children observed the plant. They touched and smelled the flower. This is supported from the quotation below.

All the children observed the plant. They touched and smelled the flower. “*Bunganya bagus Miss, boleh dipetik gak?*” One of the children asked. “*Nanti ya mbak Caca, kalau sudah selesai belajarnya, boleh bunganya dipetik*”, said the teacher. Then she said “horaay” and claping her hands.

Appendix F, Field Note 2

The teacher also asked the children to repeat her when she mentions part of the plant. All the children followed her loudly. This is supported from the quotation below.

She also asked the children to repeat her when she mentions part of the plant. “*Kita ulang lagi ya, biar kalian cepat hafal*, please repeat after me, Ok? “ Then, all the children followed her loudly.

Appendix F, Field Note 2

She also explained how plant can grow. She took seeds and continued explain that a plant can grow from the seeds. It can be seen in the quotation of the field note below.

. “*Miss punya biji atau benih, tanaman juga bisa tumbuh dari biji, nah nanti kita kegiatannya mau menanam ini, apa kalian mau berkebun?*” Who want to join the activity? “*Mau Miss, Aku mau, Aku ikut ya Mis,* the children answered.

Appendix F, Field Note 2

She repeated each part of plant’s names again. Then, they sang a planting time song together.

3) Main Activity

In the main activity, the teacher asked the children to sing planting time with the action. The teacher asked the researcher to give an example of the action song. The children followed her. She also introduced the tools that would be used for planting. It can be seen in the quotation of the field note below.

She also introduced the tools that would be used for planting. She said “This is a shovel; it used to dig the ground. This is a watering can; it used to watering the plant”.

Appendix F, Field Note 2

Next, she continued to deliver the action song. When the lyric said “*Dig dig dig the earth*”, the children make a digging motion. Next, the lyric said,” *Then you plant your seeds*” so the children pretend to drop the seeds. After that, the teacher continued singing, said “*A gentle rain*” with the action flutter fingers down. Then the following lyric was “*And bright sunshine*” with the action circle their arms above their heads. The last lyric was “*Will help your flowers grow.*” With the action hold one arm parallel to ground and move other arm up behind it with fingers extended to represent a flower growing. They repeated the action song together. It can be seen in the quotation of the field note below.

“*Mudah kan? Bisa? Diulang lagi ya.*” said the teacher. The children said, “*Bisa.*” ...”*baik, kita ulangi lagi*”, she added.

Appendix F, Field Note 2

After the children mastered the action, the teacher asked them to sing once again with the action. In this case, they sang with real actions.

The teacher said, “*Sekarang kita nanem beneran ya, tapi sambil nyanyi seperti tadi, ok?*”...”*Ok Miss*” answered the children. Suddenly, all the children yelled,”*asik, horee*”

Appendix F, Field Note 2

The children tried to sang the song and do the action. They spread the digging the ground with the shovel, spread the seeds and watering the seeds. Having finished the activity, some children were in hurry to tidy the tools. The researcher helped the children to tidy the tools and cared for washing their hands and entered the classroom.

4) Closing Activity

The teacher evaluated the previous activities that have been done. It can be seen in the quotation of the field note below.

“*Semua senang hari ini, apa yang tadi kita pelajari?*” said the teacher. Some children answered “*menanam biji Miss.*”

Appendix F, Field Note 2

She reviewed the songs and the vocabularies of that day activities. The last activity closed with short prayer and sang the songs entitled *goodbye*, and *come on let's go*. That was the end of the class. All the children shaking their hands with the others and say goodbye. The activities can be illustrated in the following figure:



Figure 12: *The Second Developed Activities*

Based on the observation, 100% children joined the activity. The activity allowed them to listen to and understand some English sentences. However, they needed examples on how to do the activities. The teacher also gave them opportunities to repeat some English words and sang some songs which encouraged them to say simple English sentences. During the try-out, the English teacher and the researcher were the model in giving the English exposure to the children. They used gestures and face expressions to help the children understand. The teacher was able to use the guide book easily. She spoke the sentences in a slow and clear way which was accompanied with some gestures, so the children could understand.

b. The Evaluation of the Second Draft of the Second Developed Activities

The researcher discovered the activities on the second developed activities were very fun. The children could be actively involved in the activity. The observation showed that all the children eagerly joined the activities, they seemed happy. It is strengthened from the quotation in the field note below.

The teacher said, "*Sekarang kita nanem beneran ya, tapi sambil nyanyi seperti tadi, ok?*"... "Ok Miss" answered the children. Suddenly, all the children yelled, "*asik, horee*"

Appendix F, Field note 2

Further, the five aspects of the second developed activities are considered to be evaluated. Those are goal, activity, language, media, and layout of the guide book. Here is the explanation of each aspect.

1) Goal

The goal of the second day activity is appropriate to the children's level. This can be seen in the interview transcript below.

R : Menurut ibu apakah kegiatan hari ini sudah sesuai dengan tujuan yang akan dicapai?

(Do you think that the activities are suitable with the goal?

ET : Ya mbak. Kegiatannya sudah sesuai dengan usia anak. Mendengarkan dan melakukan perintah juga ada di menu generik. Motorik mereka juga terlatih.

(Yes, the activities are suitable with the children ages. Listen and do the instruction are also in generic menu from the government so they are so relevant. Their motor skill also developed well.)

Appendix G, Interview Transcript 3

The children can easily follow the teacher's instructions and repeat the words on vocabulary of the day. The activity also develops their gross motor skill and has met the very young learners' competencies as stated by the Ministry of Education, Directorate of Early Childhood Education. By doing the teacher's instructions, they directly experience the meaning of the words which are told. The indicators are reachable. Therefore, there is no revision needed regarding the goal aspect.

2) Activity

The overall activity is good. The action song is understandable so the children can sing and practiced the action well. The children can join it easily. They are very enthusiastic in doing the activity. This can be seen in the field note below.

The teacher said, "*Sekarang kita nanem beneran ya, tapi sambil nyanyi seperti tadi, ok?*"... "*Ok Miss*" answered the children. Suddenly, all the children yelled, "*asik, horee*" Next, the teacher asked the children to put on their shoes and make a line. They went to the garden orderly. "*Miss, aku yang nanem ya, mau nanem pohon po Miss?*" asked Ahnaf. "... "*Aku dulu ya Miss,*" said Caca.

Appendix F, Field note 2

It is strengthened from the quotation in the interview transcript below.

R : *Iya bu, hehe...bagaimana dengan respon anak-anak?*

(Yes Ma'am, hehe. What about the children's responds?)

ET : *Mereka cepat nangkepnya kok mbak. Lagu dan gerakannya mudah dimengerti. Mereka keliatannya senang banget. Bisa nyanyi sambil menirukan gerakan. Selain itu, mereka mengamati langsung bagian tumbuhan, juga belajar menanam benih. Ini juga mengajarkan science ke mereka. Panca indera mereka juga ikut terlatih. Bagus sekali mbak.*

(They are quick parts of these materials. The song and the action were also understandable. They seem very happy. They can sing the song and do the actions. Moreover, they can observe the part of plant and learn how to plant the seeds. It thought them a science too. Their sense also trained well. That's great)

Appendix F, Field note 2

Although they are very noisy, they are willing to do the activities. The

activity allows them to learn subconsciously. Thus, there is no revision needed for the activity aspect.

3) Language

Considering the language aspect, the expressions suit the teacher. She does not have any difficulty in using them. The expressions are simple and understandable. This can be seen in the quotation of the interview transcript below.

R : *Ya bu, moga terwujud, hehe. Kalau segi bahasanya bagaimana bu?*

(Yes ma'am. What about the language ma'am?)

ET : *Sepertinya gak ada masalah mbak. Gampang dimengerti kok. Kosakatanya juga gak terlalu banyak, cukup untuk anak-anak.*

(It seems that there were no problems. It was understandable. The numbers of the vocabularies are enough for the children.)

Appendix G, Interview Transcript 3

Therefore, there is no revision needed on the language aspect in the second day activity.

4) Media

The media is related with the theme. The used of realia is very helpful.

This evidence can be seen in the interview transcript below.

R : *Terimakasih bu, Bagaimana dengan media yang digunakan?*

(Thank you Ma'am, what do you think about the media?)

ET : *Ya, pilihan menggunakan realia saya rasa sangat bagus. Anak-anak jadi lebih mudah paham. Mereka jadi lebih mencintai lingkungan sekitarnya. Untuk alat menggali juga tidak berbahaya dan mudah ngawasannya. Meski gak semua anak dapet satu-satu tapi mereka bisa sabar nunggu giliran. Untung tadi mbak Eny juga ikut membantu, hehe. Ada baiknya juga sih, saya jadi gampang nilai pemahaman anaknya, hehe. Besok saya usulkan ke kepala sekolah biar ditambah alat berkebunnya juga lahan untuk praktek berkebunnya mbak, hehe.*

(Yes. The choice to used realia is very good. The children were easier to understand the material. They became love their environment. The digging tools were safe and I can supervise them well. Although not all the children get the tools but they could be patient waiting for their turn. My fortune there were you miss. Eny, hehe. Actually I got a provit of it. I can observe and evaluate their understanding, hehe. I'll ask the headmaster to add more gardening utilities and gardening area for the children, hehe.)

Appendix G, Interview Transcript 3

Children were easier to understand the material. For the planting time, the tools are safe enough for children. Therefore, there is no revision needed for the media aspect.

5) Layout

The researcher finds that the guide book is easy to be understood. There are many pictures which support the text, and can make the guide book more interesting. They are also placed on the right spots. The font type and size are good and clear enough to read. The teacher does not have difficulty reading the guide book. However, the teacher suggests rearranging the size of the guide book, so it could be a

handy one. Therefore, revision is needed. This can be seen in the interview transcript below.

R : *Bagaimana dengan panduannya bu?*
 (How is the guiding book, ma'am?
 ET : *Sudah bagus. Mungkin sama seperti yang kemarin, bisa dibuat lebih kecil ukurannya.*
 (It's good, maybe like the previous one. I prefer to have a smaller one.)
 Appendix G, Interview Transcript 3

c. The Revision of the Second Draft of the Second Developed Activity

Based on the evaluation of the second draft of the second day activity, there are five points which should be considered by the researcher to revise the draft. Here is presented the evaluation about the second draft of the second day activity.

Aspects	Feedback	Revision
Goal	The goal has met the children's development stages and competencies. The content focus develops the children's gross and fine motor skill. The language focus is a good way to give English exposure for the children. The indicators are reachable for children.	There is no revision needed.
Activity	The activities are appropriate for the children. It also teaches science to the children and loves their environment.	There is no revision needed.
Language	The language is simple and understandable.	There is no revision needed.
Media	The media are safe, interesting and support the learning process.	There is no revision needed
Layout	The guide book can be resize become smaller.	Resize the guide book into a handy book

Table 18: The Revision of the Second Draft of the Second Developed Activities

Based on the table above, there is no revision regarding the goal, activity, media, and the language. The goal has met the children's development stages and competencies. The content focus develops the children's gross and fine motor skill. The indicators are reachable for children. Then, the activities are appropriate for the children. It also teaches science to the children and loves their environment. The language focus is a good way to give English exposure for the children. The language is simple and understandable. However, the layout of the guide book needs to be revised.

3. The Second Draft of the Third Developed Activities, Animal: Beautiful Fish

As in the previous units, there are four parts in the third day activities. They are energizer, opening, main, and closing activity.

a. The Try-Out of the Third Developed Activity

The try-out of the third activity was conducted on Saturday 12th July 2014. There were 10 children who came, so there was no children who absent on that day. A few days before, the researcher had prepared many things which would be used for the next tryout implementation. She came to the fish shop asked for the owner permission that she would bring the children went to his fish shop.

In the implementation day, she had provided the media that needed such as white board, board marker, paper, and crayon. The teacher was collaborated with the researcher in conducting the activities.

1) Energizer

In a set day, the class D3 children did not joined the circle time. The evidence can be seen in the quotation of the field note below.

“Hari ini kita akan pergi ke toko ikan, jadi kita tidak usah buat lingkaran ya, energizernya kita ganti dengan jalan-jalan, siapa mau ikut?” said the teacher. *“Aku, .aku, aku”* the children were yelled together. “Ok, make a line please”. We will go to the fish shop.

Appendix F, Field Note 3

They were asked to make a line and get prepared to go to the fish shop. The distance of the fish shop from the school it's about 100 m. the children walked in a line and holding their friends during the journey. The teacher also introduced a new song about fish while they walked. The children tried to follow her. The children seem happy.

At the fish shop, the children observed the fish. The teacher tried to introduce the part of the fish body. She also asked the children to count the fish and said the fish color. Next, the teacher asked the children to feeding the fish. It can be seen in the field note above.

. Next, the teacher asked the children to feeding the fish. She said,” let's feed the fish, *ayo kita beri makan ikannya.”* *Asik, horee”* said the children. The fish set on a large aquarium. Further, they had begun to feed them up.

Appendix F, Field Note 3

The fish set on a large aquarium, so the children could feed the fish together. Further, they had begun to feed them up. All the children joined this activity. Having finished feeding the fish, the teacher asked the children to make a queue in order they will had a little fish for each child. All the children seem happy. it can be seen in the quotation of the field note below.

. Having finished feeding the fish, the teacher asked the children to make a queue in order they will had a little fish for each child. Hearing the teacher instruction, all the children yelled "*horrey. Asik asik*".

Appendix F, Field Note 3

Then, the children make a line and waiting for their turn to have a fish.

After that, the teacher said goodbye to the owner and go back to the school.

Snack Time

At the school, the teacher asked the children to put their fish to the class. It can be seen in the field note below.

. "*Nah, sekarang ikannya disimpan dulu ya, biar dikasih nama sama miss. Eny. Setelah itu kita makan snack dulu.*" Come on put off your shoes, wash your hands and prepare for a snack time," said the teacher. "Yes miss" said all the children.

Appendix F, Field Note 3

The children washed their hands while the teacher prepared the meals.

The teacher sang songs entitle *sit down please, can you sit down and I like cookies*. The children joined the teacher and sang together. Next, the teacher led for a prayer before eating followed by the children. The children enjoyed the meals. Having finished the meals, all the children were asked to enter their class to have next activities.

2) Opening Activity

The next activity was held on the classroom. The teacher opened the activity by greeting, good morning songs, short prayer and registration. Next, she begins to introduce the theme. The teacher used picture to dlivered the material. It can be seen in the quotation of the field note below.

She used a picture as the media. "*Coba perhatikan, pay attention please, Miss punya gambar, siapa tau gambar apa ini, what is it?*" asked the teacher. "'Fish Miss, *ikan Miss*" the children answered. All of the children come closer to the teacher.

Appendix F, Field Note 3

That day, the theme was a beautiful fish that related with the previous activities. The teacher reviewed the activities that they have done before. The evidence can be seen in the quotation of the field note below.

She said “*Siapa tadi yang ikut ke toko ikan? ...*”*Aku- aku, aku* all the children shouted. “*Siapa yang ngasih makan ikan? Who’s feeding the fish?*”... “*Aku-aku-aku*” the children yelled. “Are you happy?” she added. “Yes I’m happy”, the children answered together.

Appendix F, Field Note 3

She sang songs about fish to deliver the material. All the children followed her. Next she introduced all the vocabularies about part of the fish body. All the children observed their fish as the media. Next, the children asked to repeat after her while observed their fish.

3) Main Activity

The activity was drawing on color. The children were very happy when they know that the activities are drawing and coloring. This evidence can be seen in the field note below.

“*Sekarang kita lanjutkan ya, kita mau menggambar ikan. Ikannya lucu lho, Miss kasih contoh dan kalian tirukan, kita lakukan bersama-sama, are you ready?*”... “Yes Miss.” said some of the children, and the others said “*horee*” and clap their hands.

Appendix F, Field Note 3

The children asked to draw a beautiful fish step by step based on the teacher’s instruction. The teacher was giving an example of the listen and does activity. All the children pay attention on her. She began the first stage of drawing a fish. The evidence can be seen in the quotation of the field note below.

She began the first stage of drawing a fish. She said, “Now we start with making a curve line, *sekarang buat garis lengkung seperti ini*,” She draws a curve line vertically. All the children followed her drawing a curve line. “*Bisa?*” Asked the teacher. “*Bisa Miss*”, answered the children together. Next, she draws another curve line and connected both of the lines.

Appendix F, Field Note 3

She draws a curve line vertically and draws another curve line and connected both of the line. Next, she draws the fish eye balls and fish mouth as the second stages. It can be seen in the field note below.

. “*Sekarang kita buat dua lingkaran, satu besar yang ditengah lebih kecil. Bareng –bareng yuk. Please draw a circle*”. After all the children finished draw a circle, then the teacher asked the children to draw another circle. “*Sekarang buat satu lagi di dalam lingkaran yang tadi, make a smaller circle inside the previous one.*” *Bisa?* Said the teacher. “*Bisa Miss*”, the children answered. *Aku udah Miss, trus apa lagi?* Affan added. “*Wah, mas Affan pinter, tunggu temannya ya, kalau sudah kita buat oval untuk mulutnya,*” said the teacher.

Appendix F, Field Note

The third stages were draws the fish fins and tail. It can be seen in the field note below.

“*Nah, sekarang buat sirip dan ekornya ya, yuk bareng –bareng. Ikuti ya. Are you ready?*” said the teacher. “*Yes Miss*”, the children answered.

Appendix F, Field Note

Finally, the picture was finished. It supported by the quotation of the field note below.

. “*Wah sudah jadi ya ikannya, bagus tidak gambarnya?*” said the teacher. “*Punyaku kecil ikannya,* said Affan. “*Ya tidak apa-apa*”, said the teacher. “*Miss ikanku bagus kan?* Shyfa asked. “*Wah bagus mbak Shyfa, pinter gambarnya.*”

Appendix F, Field Note

Afterward, the children were asked to color the picture. The evidence can be seen in the quotation of the field note below.

After all children finised their picture, the teacher continued and said, “*Now, please color the fish, ikannya diwarnai ya.*” ... “*Horee-asiik*” yelled the children. They took the crayon and started to coloring the picture.

Appendix F, Field Note

All the children joined the activity and the listen and do activity was done. Next, all the children were asked to tidy their drawing tools.

4) Closing Activity

The last activity was closing activity. The teacher evaluated the whole activities that had been held. It supported by the quotation of the field note below.

. “What did we do today?” The children answered differently i.e.” *jalan-jalan Miss ... liat ikan...gambar ikan Miss, gambar dan mewarnai Miss*, they yelled almost together. The teacher said” *Iya semua betul, susah tidak kegiatannya? “Tidak”* all the children answered. “Very good”, she added.

Appendix F, Field Note

She also repeated the vocabularies and the songs entitled look at me and little fish. Then, she closed the meeting by a short payer and good bye songs such as *come on let's go* and *goodbye*. The class was ended. The following figure is the illustrated of the whole activities.



Figure 12: The Third Developed Activities.

b. The Evaluation of the Second Draft of the Third Developed Activities

To make it clear to evaluate the second draft of the third developed activities, the researcher considered five aspects which are delivered below.

1) Goal

The goal has suited the children's level and competencies. There five indicators which are reachable for children. Those are that the children are able responses to the teacher's instructions, to mention some vocabularies about fish and to do the action based instruction. The evidence can be seen in the interview transcript below.

- R : *Apa kegiatannya sudah sesuai dengan tujuan yang akan dicapai?*
(Are the activities suitable with the goal?)
- ET : *Iya mbak. Sudah sesuai kok. Kegiatannya sesuai dengan perkembangan anak. Melatih motorik halus dan kasar mereka. Sebenarnya ini juga melatih mereka dalam membaca symbol, mendengarkan perintah, perkembangan awal menulis juga cara mengucapkan kata yang benar. All in one- lah mbak, hhe.*
(Yes miss. it has appropriate. The activities are suitable with the children's development stages. It trained their reading skill in reading a symbol, listen an instruction, their early stage of writing and also trained their pronunciation.)

Appendix G, Interview Transcript 4

Thus, the goal aspect in this unit does not need to be revised.

2) Activity

The activity of the third day activity, let's draw and color is very interesting and fun to the children. The evidence can be seen in the interview transcript below.

- R : *Iya bu, hehe. Bagaimana tanggapan ibu tentang kegiatan tadi?*
(Yes ma'am. What is your opinion about the activities?)
- ET : *Bagus mbak. Menarik kegiatannya. Anak-anak sangat senang apalagi kalau diajak jalan jalan seperti tadi, hehe. Untuk kegiatan menggambar juga mudah diikuti anak-anak. Mereka paling suka kalau mewarnai. Jadi saya rasa sudah bagus mbak.*
(It's good miss. The activities are interesting. The children very happy if they asked to walked around. For the drawing activity is also understandable. Children loves coloring. So, I think there is no problem related with the activities.)

Appendix G, Interview Transcript 4

It is strengthened from the quotation in the field note below.

The researcher said, "*sekarang kita lanjutkan ya, kita mau menggambar ikan. Ikannya lucu lho, Miss kasih contoh dan kalian tirukan, kita lakukan bersama-sama, are you ready?*"..."Yes Miss." said some of the children, and the others said "*horee*" and clap their hands. They love to draw. All the children pay attention on her.

Appendix F, Field note 2

From the quotation above, it shows that children love the activity. It gives them a new experience in learning English. It can stimulate their eyes and hands coordination. It also develops the children's imagination. The children are enthusiast and excited to join the activities. The activity is appropriate for very young learners. Thus, there is no revision needed in the activity aspect.

3) Language

The expressions are understandable for children. The sentences are simple and use many repetitions. The instructions are appropriate to the children's age. It is a good way in providing the English exposure for them. Thus, there is no revision needed. The evidence can be seen in the interview transcript below.

R : *Ya bu. Bagaimana menurut ibu tentang aspek bahasanya?*

(Yes ma'am. What do you think about the language aspect?)

ET : *Sudah bagus mbak.*

(It's good)

Appendix G, Interview Transcript 4

4) Media

The real object as the media help children mastered the material. They can observe the fish directly. It can be prove in the quotation of the field note below.

Next she introduced all the vocabularies about part of the fish body. The children asked to repeat after her while observed their fish. "Miss, ikannya bagus, ini tu fin-nya to Miss", asked Ega. ..." *Iya mbak Ega, itu fins atau siripnya,*" the teacher answered. "Miss, kalau sisik tadi apa? *Punyaku meling – meling (berkilau) lho,*" said Caca. *Sisik itu scales mbak Caca, iya bagus kan?*" said the teacher.

Appendix F, Field note 3

It is strengthened from the quotation in the interview transcript below.

R : *Baik bu. Kalau medianya bagaimana bu? Ada yang kurang tidak bu?*

(Ok ma'am. What about the media ma'am? It is enough or I should add more?)

ET : *Tidak mbak. Penggunaan realia itu sudah cukup mewakili. Itu media yang paling tepat untuk anak.*

(No Miss. the used of the realia or real object is representing enough. It is

the most appropriate media for the children.)

Appendix G, Interview Transcript 4

This experience provides a joyful activity of learning English. The media help both children and teacher.

5) Layout

The layout of the guide book is understandable. The pictures are appropriate to each activity and very helpful in understanding the material. The font size and type are all right and readable. However, it may be much better if it is arranged in a handy book, so the teacher can bring it everywhere. The evidence can be seen in the interview transcript below.

R : *Iya bu. Kalau dari buku panduannya bu?*

(Yes ma'am. What about the guiding book?)

ET : *Sudah cukup bagus. Perintahnya jelas. Langkah-langkah dalam menggambar juga dapat diikuti anak. Meski tadi anak-anak terlalu bersemangat jadinya agak semrawut ya dan akhirnya mbak Eny ikut membantu tadi, hehe. Untuk selanjutnya, akan lebih baik dan lebih tertata lagi. Jangan lupa dikecilkan lagi ya ukurannya.*

(It is good enough. The instructions are clear. The children can follow the steps in drawing activity although they too enthusiast so the atmosphere became so crowded. Then, finally miss Eny helps me, hehe. Next, it will be better and well organized. Do not forget to resize the book in a smallernone. Appendix G, Interview Transcript 4

It may be very helpful as she can open the book if necessary. Considering the suggestions, the guide book needs to be rearranged in a smaller one.

C. The Revision of the Second Draft of The Third Developed Activities

The revision of this unit is based on the evaluation on the five aspects above. The researcher finds no revision needed in goal, activity, language, and media aspect. However, the layout of the guide book needs to be rearranged. Here is presented the evaluation.

Aspects	Feedback	Revision
Goal	The goal has met the children's development stages. The indicators are reachable for children.	There is no revision needed.
Activity	The activities are appropriate for the children. It can stimulate their eye and hands coordination.	There is no revision needed.
Language	The language is simple and understandable.	There is no revision needed.
Media	The media interesting and support the learning process.	There is no revision needed
Layout	The guide book can be resize become smaller.	Resize the guide book into a handy book

Table 19: The Revision of the Second Draft of the Third Developed Activities

The table above shows that four of five aspects which have been evaluated do not need to be revised. The goal has met the children's development stages. The indicators are reachable for children. The activity is very appropriate, interesting and fun for children. It provides an exciting experience for them in learning English. It also can stimulate their eye and hands coordination. The language is simple and understandable. The used of the real object as the media is interesting and supports the learning process. However, the guide book can be resize become smaller.

F. Final Product

The final products of the developed activities were produced from the improvements implemented on the first and the second draft. The improvements were gained from the evaluation and the revision on each unit with considering five aspects: goal, activity, language, media, and layout of the guide book. The final product of English day activities is presented in appendix.

G. Limitation of the Product Development

In conducting the research, the researcher had the limitation in developing the product. The developed activities product of this study only for the higher class that is D3 class children at TPA Pelangi Nusa, Wates, Kulon Progo proposed by the English teacher and the headmaster. Therefore, the characteristic of the product only suitable with the children needs and characters of D3 class children. Next, the development of the product only gained three themes. However, the development of others themes also necessary developed in order to comprise the whole year material.

H. Summary

The summary of this research includes the research findings which are concern about the result of the needs analysis, the organization of the course grid, the developed activities, and the review for the evaluation and the revision of the draft to become the final draft. The first finding concerns about the needs analysis. It is gained by delivering an interview to the English teacher and questionnaire to 10 parents of TPA Pelangi Nusa for the children's needs.

Based on the data of the children's needs, the children of D3 class of TPA Pelangi Nusa have a high interest in learning English. They love to have games, action songs, and drawing and color activity in their learning. The topics selected are based on theme that interesting and close to them are numbers: let's play with number, plant: planting time, and animal: beautiful fish which are also mentioned in the school curriculum. They prefer stirring to settling activities.

Most of the media used are realia and supported with other like flash cards, ball, gardening tools, and drawing tools, which are safe for children. The teacher's needs data shows that the guide book of the developed activity is very important and contains not only about the activities and the media, but also the expressions which can be used. The developed activities have to develop either the children's gross or fine motor skills. Those data of the children's and teacher's needs combined with the school curriculum and the generic learning manual from the Ministry of Education, Directorate of Early Childhood Education are used as the basic to organize the course grid of the developed activities.

The second finding deals with the organizing of the course grid which is used to be the guideline in developing the activity. There are eight aspects in the course grid which are developed based on the children's and teacher's needs combined with the school curriculum. Those grids are days, goals, themes, indicators, vocabulary of the day, media, the activities, and the examples of the expressions. The goals have two main focuses, the language and the content. Each day has different focus. However, they emphasize on four skills. While the content focus deals with the developing children's fine and gross motor skills, and children's natural and cognitive intelligences. The themes are determined from the children's needs and the school curriculum. The indicators present some aspects which the children should achieve during the implementation of the English day which are derived from the goals. They are made to be reachable for the children. The words which are emphasized to be mastered by the children are listed on vocabulary of the day. The words are delivered repeatedly. The repetition helps

children to master the words. The media is a list of many things which are used to support the activities. They are very helpful when dealing with very young learners, either to attract them or to support the activities. The next aspect on the course grid is the activities which are separated into four phases, the energizer, opening, main, and closing activities. The last aspect in the course grid is the examples of the expressions which can be used in the developed activities.

The third finding is about the developed draft of the developed activities. There are three units of the developed activities. Those units focused number, plant and animal. They are playing with number with game as the main activity in the first day, action song of planting in the second day, and, draw and color a beautiful fish in the third day activity.

The last finding is the review for the evaluation, the revision, and the tryout of the draft to become the final draft. The researcher asks her consultant for some suggestions in developing the first draft. Then, a questionnaire also delivered to the participants and approved it statistically. The data of the questionnaire is analyzed quantitatively. The mean scores of the data show that the second draft does not need any revision and is ready to be tried out. Finally, the second draft is tried out in the school. The researcher uses observations and interviews to evaluate the tryout of the developed activity. The observation is used to find out the children's responses while the interview is used to know the teacher's feelings and suggestions in trying out the developed activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The Product Study

This research aimed at developing appropriate activities for children at TPA Pelangi Nusa, Wates, Kulon Progo. The product of this study is appropriate activities for children. The conclusion is presented based on four research questions of this study which have been stated in Chapter 2. They are related to (1) what are the results of the needs analysis of the developed activities; (2) how the course grid of the English day activities is organized; (3) how the developed activities are presented in material; and (4) how the developed activities are being evaluated and revised.

The first is related to the needs analysis. Based on the gained data, the children of TPA Pelangi Nusa have a high interest in learning English. The activities of the developed activities are chosen based on their needs and interests including some activities which are close and routines or them. The needs analysis does not only focus on the children's but also on the teacher's. As the model, the English teacher needs a guide book which contains both activities and expressions which are used in the developed activities.

The second is about the course grid which is used as a guideline in developing the developed activities. It is developed based on the needs analysis, the school curriculum, and the government generic manual about very young

learners' competencies. It has seven aspects: days, goals, themes, indicators, vocabulary of the day, media, activities of the English day, and the example of expressions.

The third covers the developed draft of developed activities which are designed based on the course grid. The first activity, let's play with numbers, develop children's gross and fine motor skills and cognitive skills. The second activity is action song with the theme plant which develops children's gross and fine motor skills. The last activity, draw and color activity about fish.

The fourth concerns the evaluation, the revision, and the try-out of the developed draft. Having designed the draft, the researcher used two kinds of evaluation to improve it. First, the participant judgment is used to evaluate the first draft. Based on the participant judgment, the first draft needs to be revised, particularly in language. To produce the second draft, the researcher revises the first draft based on the consultant suggestions and opinions. A questionnaire is used to approve the expert judgment statistically before the try-out. Second, the observations of the try-out and the interviews to the teacher are used to evaluate the try-out of the second draft. The observations are used to find out the children's responses during the try-out, while the interviews show the teacher's feelings, opinions, and suggestions about the try-out of developed activities. Those data are considered to produce the final draft. Based on the gained data, the children are very interested in joining the activity. The manual book is understandable and helpful for the teacher. Thus, it can be concluded that the product of the developed activities are well-developed.

2. The Characteristics of the Product

This study indicates that the characteristics of the developed activities include:

1) Goal

The content of the product should meet children's development stages, level and competencies; the indicator should be reachable for children; the theme selected based on school curriculum; the topic should be related with the theme; the language focused to stimulate children in developing the integrated four skills with the activities that suitable with the children's ages; the content focused on both fine gross motor skills.

2) Activities

The activities developed should be appropriate for children, therefore, the activities should be various and interesting; the activities should be able to motivate children in learning English; the activities should be able to make children more active; the activities should be fun and enjoyable for children; the activities; the songs and games should be appropriate with the theme; the songs and the games should be easily mastered by the teacher; the songs and the games should be various and interesting; the songs and the games should be able to motivate the children in learning English; the rule of the songs and the games should be clearly explained.

3. Language

Children should comprehend the language, which is the sentence simple and understandable for children; the instructions are clear; the used of mimic and

gesture also needed to build children's understanding; the expression used can be implementing in school daily activities; the repetition is needed.

4. Media

An appropriate media can support the material given that is the media should be interesting for children; the media related with the theme; the media should be safe; the media help children to have an exciting experience in learning English.

5. Layout

The teacher's guidelines as the manual can support the teaching and learning process which is the guide book should be easy to use; the guide book should suit the teacher's needs; the guide book should be clear and understandable; the use of picture is needed to help the teacher master the material.

B. Suggestions

Based on the research findings, there are some suggestions which can be recommended.

1. Suggestion for the English teacher

The English teachers must be creative in developing the activities. The selected activities should be based on the children's needs because relevant activities will give impacts to the children in learning process and help them to reach the learning objectives stated in the curriculum. Moreover, the English teachers can design their own developed activities based on the children's needs.

It can be used to accommodate the teacher in the teaching and learning process. In addition, the English teacher should improve their knowledge and skills about how to teach English for children, also develop the material in various, so the children are not easily bored with the lesson.

2. Suggestion for class teacher

The class teacher also can introduce English to the children. Therefore, all of the children can learn English.

3. Suggestions for the school principal

School principal should encourage their teacher especially for English teacher in developing the activities in order to improve the teaching and learning process. Therefore, the school principal should give English teacher a chance to explore themselves in treasuring any improvement in the teaching and learning process. Moreover, the school principal is also expected to facilitate the English teacher to design and develop any appropriate English material for the children.

4. Suggestions for the government

The government is expected to give training or seminars about teaching English for children to the English teacher and other educators who deal with children. In addition, the government should also provide more English material sources which are appropriate with children's needs and characteristics.

5. Suggestions for the people who incharge at UPTD PAUD dan DIKDAS Kulon

Progo

The people who in charge at UPTD PAUD dan DIKDAS Kulon Progo are expected to pay attention to the importance of the introduction of English for

PAUD or Pre-school children. Introducing English in the earlier can offers opportunities to widen their horizons.

6. Suggestion to the students of English Education Department

The students of English Education Department are expected to be more creative in developing and designing not only the activities but also teacher's manuals which are needed by the teachers.

7. Suggestion for Other Researchers

For other researchers who are interested in this field, they should consider the children's needs and interests. Moreover, the school curriculum and the general learning manual from the government should be used as the considerations when designing activities for children. They also take into account the teachers' needs and ability. Thus, they can design a proper program for both children and teacher. Next, the other researchers are expected to conduct research to test this developing activities using action research approach in order to find out its effectiveness in the teaching-learning process.

8. Suggestion for Activities Developer

They should more creative in designing the activities. The activities should both educating and interesting. Moreover, they should provide appropriate activities that meet the children's characteristics by analyzing the children's needs and understand the theories deeper.

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APPENDIX

APPENDIX A

**THE DATA OF THE D3 CLASS CHILDREN OF TPA
PELANGI NUSA AND THE PARTICIPANTS**

DATA OF D3 CHILDREN OF TPA PELANGI NUSA

UPTD SKB WATES KULON PROGO 2013/2014

No.	Name	Nick Name	M/F	Date of Birth
1.	Carisa Masayu Audreya	Caca	F	01/26/2009
2.	Naura Alya Saqina	Alya	F	10/14/2009
3.	Nanda Alif F	Alif	M	08/08/2008
4.	Nanda Atwu Khoiron A	Affan	M	07/04/2009
5.	Enggal Fatkhiyah S	Ega	F	01/01/2009
6.	Arshavin Vennerdi Z	Arshavin	M	08/28/2009
7.	Shyfa Salsabila	Shyfa	F	13/10/2010
8.	Fairuz Ahnaf	Ahnaf	M	10/29/2009
9.	Tifani Aqilla Putri	Aqilla	F	09/05/2008
10.	M. Abdul Akbar	Akbar	M	06/20/2009

NOTE:

Male : 5 boys

Female : 5 girls

**DATA OF THE PARTICIPANTS
FOR FIRST DRAFT EVALUATION**

NO.	NAME	EDUCATIONAL BACKGROUND	OCCUPATION
1.	Sih Marmi, S.Pd	S1 PAUD	English Teacher of TPA Pelangi Nusa
2.	Yohana S, S.Psi	S1 Psychology	Teacher/ psychologist of TPA Pelangi Nusa
3.	Wulang U, S.Pd.AUD	S1 PAUD	Teacher of TPA Aisyiyah Ksatrian
4.	Parwati, S.Pd.AUD	S1 PAUD	Teacher of TPA Bhakti
5.	Siwi Turyani, S.Pd	S1 English Education	Teacher of TPA Larasati
6.	Nuraini Indah Budiarti	English Department Student	UNY
7.	Pravina W	English Department Student	UNY

APPENDIX B

INSTRUMENTS

Angket Program Pengembangan Pembelajaran Bahasa Inggris Untuk Orang Tua Siswa Kelas D3 TPA Pelangi Nusa

Bapak/ Ibu yang kami hormati,

Angket ini kami buat dalam upaya memperoleh data mengenai pengembangan pembelajaran Bahasa Inggris yang tepat untuk anak didik di TPA Pelangi Nusa.

Oleh karena itu, agar program pengembangan kegiatan pembelajaran bahasa Inggris ini dapat terlaksana, kami mohon bapak/ ibu bersedia untuk mengisi angket ini yang nantinya akan kami jadikan acuan dalam mengembangkan kegiatan pembelajaran bahasa Inggris. Segala informasi yang bapak/ibu sampaikan akan kami jamin kerahasiaannya dan tidak akan mempengaruhi perlakuan kami terhadap anak didik ibu-ibu sekalian.

Adapun cara dalam pengisian angket tersebut, akan kami sertakan petunjuk pengisian, sebagai berikut:

Angket ini terdiri dari dua (2) bagian. Bagian A berisi data pribadi anak dan orang tua. Contoh:

A. Identitas untuk anak

Nama	: Aulia Putri
Tempat, Tanggal Lahir	: Kulon Progo, 12/05/2009
Jenis Kelamin	: Perempuan
Sekolah/Kelas	: TPA Pelangi Nusa
Nama Orang Tua	: Bkti Putra/ Mela Ariyanti
Alamat	: Jl. Veteran, No. 9, Wates, Kulon Progo

Bagian B berisi pertanyaan yang harus dijawab dengan memilih salah satu jawaban dengan cara memberi tanda centang (✓) pada kolom yang sudah tersedia. Contoh:

1. Apakah anda dan orang disekitar anda berkomunikasi dalam dua bahasa atau lebih pada putra / putri anda di rumah?

<input type="checkbox"/> Selalu	<input type="checkbox"/> Jarang
<input type="checkbox"/> Sering	<input type="checkbox"/> Tidak pernah

Jika ada pertanyaan yang kurang jelas atau masih merasa kesulitan dalam pengisian angket ini, bisa Bapak/Ibu tanyakan kepada kami. Atas bantuan dan kerjasamanya, kami ucapkan terima kasih.

~~ Selamat mengerjakan ~~

A. Isilah identitas dibawah ini.

1. Nama putra/putri :
2. Tempat, tanggal lahir :
3. Jenis kelamin :
4. Sekolah :
5. Kelas :
6. Nama Ayah :
7. Pekerjaan :
8. Nama Ibu :
9. Pekerjaan :
10. Alamat :

B. Pilihlah salah satu jawaban dengan memberi tanda centang (✓) pada jawaban yang paling sesuai.

1. Apakah Anda dan orang disekitar anda berkomunikasi dengan dua bahasa atau lebih pada putra/putri Anda?

<input type="checkbox"/> Selalu	<input type="checkbox"/> Jarang
<input type="checkbox"/> Sering	<input type="checkbox"/> Tidak pernah
2. Apakah Anda dan orang disekitar Anda berbicara bahasa Inggris?

<input type="checkbox"/> Selalu	<input type="checkbox"/> Jarang
<input type="checkbox"/> Sering	<input type="checkbox"/> Tidak pernah
3. Apakah Anda dan orang disekitar Anda berbicara bahasa Inggris kepada putra/putri Anda?

<input type="checkbox"/> Selalu	<input type="checkbox"/> Jarang
<input type="checkbox"/> Sering	<input type="checkbox"/> Tidak pernah
4. Apakah Anda mengenalkan bahasa Inggris kepada putra/putri Anda?

<input type="checkbox"/> Selalu	<input type="checkbox"/> Jarang
<input type="checkbox"/> Sering	<input type="checkbox"/> Tidak pernah
5. Menurut Anda, bagaimanakah putra/putri Anda bersinggungan dengan bahasa Inggris?

<input type="checkbox"/> Selalu	<input type="checkbox"/> Jarang
<input type="checkbox"/> Sering	<input type="checkbox"/> Tidak pernah

6. Apakah putra/putri Anda senang dengan bahasa Inggris?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
7. Apakah putra/putri Anda tertarik untuk belajar bahasa Inggris?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
8. Apakah putra/putri Anda menirukan kata-kata dalam bahasa Inggris?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
9. Apakah putra/putri Anda disekolah dikenalkan dengan bahasa Inggris?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
10. Menurut Anda, bagaimana frekuensi pembelajaran bahasa Inggris di sekolah diadakan?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
11. Menurut Anda, apakah pembelajaran bahasa Inggris yang diajarkan menarik minat belajar putra/putri Anda?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
12. Apakah kegiatan pembelajaran bahasa Inggris disekolah perlu dikembangkan?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
13. Apakah putra/putri Anda cenderung bermain dengan satu permainan tertentu?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
14. Apakah putra/putri Anda senang bermain sendiri?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
15. Apakah putra/putri Anda bermain berdampingan dengan teman seusianya?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah

16. Apakah putra/putri Anda cepat bosan saat bermain?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
17. Apakah putra/putri Anda terbiasa dengan permainan yang cenderung membuatnya bergerak?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
18. Apakah putra/putri Anda cenderung duduk tenang saat bermain?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
19. Apakah putra/putri Anda melakukan permainan diluar ruang?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
20. Apakah putra/putri Anda bermain sambil bernyanyi?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
21. Apakah putra/putri Anda bertepuk tangan mengikuti irama saat bernyanyi?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
22. Apakah putra/putri Anda senang dengan permainan yang melatih konsentrasi anak seperti bermain dengan mengikuti instruksi yang diberikan?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
23. Apakah putra/putri Anda senang bermain dengan angka?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
24. Apakah putra/putri Anda bermain dengan menggunakan flash card?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah
25. Apakah putra/putri Anda terbiasa bermain dengan realia (alat sesungguhnya)?
- ☐ Selalu ☐ Jarang
- ☐ Sering ☐ Tidak pernah

26. Apakah putra/putri Anda takut kotor saat bermain?
- | | |
|---------------------------------|---------------------------------------|
| <input type="checkbox"/> Selalu | <input type="checkbox"/> Jarang |
| <input type="checkbox"/> Sering | <input type="checkbox"/> Tidak pernah |
27. Apakah putra/putri Anda senang berkebun?
- | | |
|---------------------------------|---------------------------------------|
| <input type="checkbox"/> Selalu | <input type="checkbox"/> Jarang |
| <input type="checkbox"/> Sering | <input type="checkbox"/> Tidak pernah |
28. Apakah putra/putri Anda senang bermain dengan binatang?
- | | |
|---------------------------------|---------------------------------------|
| <input type="checkbox"/> Selalu | <input type="checkbox"/> Jarang |
| <input type="checkbox"/> Sering | <input type="checkbox"/> Tidak pernah |
29. Apakah putra/putri Anda tertarik dengan kegiatan menggambar?
- | | |
|---------------------------------|---------------------------------------|
| <input type="checkbox"/> Selalu | <input type="checkbox"/> Jarang |
| <input type="checkbox"/> Sering | <input type="checkbox"/> Tidak pernah |
30. Apakah putra/putri Anda tertarik dengan kegiatan mewarnai?
- | | |
|---------------------------------|---------------------------------------|
| <input type="checkbox"/> Selalu | <input type="checkbox"/> Jarang |
| <input type="checkbox"/> Sering | <input type="checkbox"/> Tidak pernah |

Terima Kasih

Yogyakarta, Juli 2014

Hal : Permohonan Kesediaan memberikan Evaluasi

Kepada

Yth. Bapak/Ibu

Di tempat

Dengan hormat,

Yang bertanda tangan dibawah ini, saya:

Nama : Eny Daliana I

NIM : 07202249002

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Selaku mahasiswa universitas Negeri Yogyakarta yang tengah melakukan penelitian guna menyelesaikan tugas akhir skripsi jenjang S1 dengan judul, “Developing Appropriate Activities for Children At TPA Pelangi Nusa Wates kuon Progo” dengan ini memohon kesediaan bapak/ ibu untuk memberikan masukan dan saran terhadap materi kegiatan yang sudah saya buat. Saran dan masukan yang diberikan bapak/ibu nantinya akan menjadi acuan dalam perbaikan sebelum nantinya diaplikasikan dan menjadi produk penelitian saya.

Atas masukan dan saran yang diberikan, saya ucapkan banyak terima kasih.

Wates, Juni 2014

Hormat saya

Eny Daliana I

LEMBAR EVALUASI MATERI

Lembar evaluasi ini bertujuan untuk mengetahui kesesuaian aktivitas yang akan dikembangkan dalam pembelajaran Bahasa Inggris di TPA Pelangi Nusa Wates, Kulon Progo. Anda sebagai responden dari penelitian ini, diharapkan untuk memberikan penilaian terhadap materi yang sudah disusun.

A. Identitas Respondent

1. Nama :
2. Jenis Kelamin : L/P
3. Pendidikan : a. SLTA b. D1 / D3 c. S1 d. S2
4. Lama Mengajar : a. 2-5 tahun b. 5-10 tahun c. 10-15 tahun

B. Berilah tanda centang (✓) pada kolom penilaian yang tersedia sesuai pendapat Anda dengan bobot yang telah dikelompokkan mengenai pernyataan yang ada.

4: Sangat Setuju

3: Setuju

2: Tidak Setuju

1: Sangat Tidak Setuju

NO.	Pernyataan	Bobot			
		4	3	2	1
1.	Kegiatan yang dibuat sesuai dengan aspek perkembangan anak usia dini.				
2.	Kegiatan yang dibuat sesuai kebutuhan anak usia dini.				
3.	Kegiatan yang dibuat sesuai dengan karakter umum anak usia dini.				
4.	Kegiatan yang dikembangkan bervariasi.				
5.	Kegiatan yang dibuat menarik dan menyenangkan untuk anak usia dini.				
6.	Kegiatan yang dikembangkan membuat anak				

	melibatkan panca inderanya.				
7.	Kegiatan yang dikembangkan melatih perkembangan motorik anak.				
8.	Kegiatan yang dikembangkan melatih perkembangan kognitif anak.				
9.	Kegiatan yang dibuat sesuai dengan course grid yang telah disusun.				
10.	Kegiatan yang dibuat sesuai dengan indikator.				
11.	Indikator yang dibuat mencerminkan tujuan yang hendak dicapai.				
12.	Indikator yang dibuat dapat dilaksanakan oleh anak usia dini.				
13.	Pemilihan lagu-lagu sesuai dengan topik.				
14.	Lagu-lagu mudah dikuasai guru.				
15.	Lagu-lagu mampu memotivasi siswa.				
16.	Pemilihan permainan (<i>game</i>) sesuai dengan topik				
17.	Permainan (<i>game</i>) menarik dan menyenangkan				
18.	Permainan (<i>game</i>) mampu memotivasi siswa.				
19.	Panduan Guru mudah digunakan				
20.	Bahasa yang digunakan sederhana dan sesuai untuk anak usia dini.				
21.	Bahasa yang digunakan mudah dipahami anak usia dini.				
22.	Bahasa yang digunakan mengenalkan <i>vocabulary</i> pada anak.				
23.	Ekspresi yang diterapkan sering digunakan dalam kehidupan sehari-hari bagi anak-anak				
24.	Ekspresi yang disediakan sesuai dengan kegiatan yang dilaksanakan.				
25.	Kegiatan yang dibuat menggunakan perintah atau kata yang bervariasi.				
26.	Media yang digunakan bervariasi.				

27.	Media yang digunakan berwarna-warni.				
28.	Media tersebut aman untuk anak usia dini.				
29.	Media tersebut mudah digunakan anak usia dini.				
30.	Media yang digunakan membuat anak-anak termotivasi untuk mengikuti kegiatan				
31.	Media yang digunakan membuat kegiatan lebih menyenangkan bagi anak usia dini.				
32.	Jenis dan ukuran huruf yang digunakan sudah baik.				
33.	Warna-warna yang digunakan sudah serasi.				
34.	Ilustrasi yang digunakan sudah sesuai.				
35.	Keseluruhan lay out pada draft sudah baik.				

C. Pendapat dan Saran

1. Apa pendapat Ibu/ Bapak tentang kegiatan yang telah kembangkan?

2. Apa saja kekurangan dalam materi yang saya kembangkan tersebut?

3. Apa saran Ibu/ Bapak untuk meningkatkan materi yang saya kembangkan ini?

D. Kesimpulan

Menurut Anda, kegiatan yang telah dikembangkan tersebut:

1. Sudah baik dan tidak perlu direvisi.
2. Sudah baik namun masih perlu direvisi.
3. Belum baik dan perlu direvisi

LEMBAR OBSERVASI
PENGEMBANGAN KEGIATAN PEMBELAJARAN BAHASA INGGRIS
TPA PELANGI NUSA WATES KULON PROGO

I. Isilah Tabel berikut dengan menghitung jumlah anak yang melakukan hal-hal sesuai kolom indikator.

NO.	Topik	Tujuan	Selalu	Sering	Jarang	Tidak pernah
1.	Sikap anak	Anak mau mengikuti kegiatan.				
2.		Anak aktif saat melakukan kegiatan.				
3.		Anak senang saat melakukan kegiatan.				
4.		Anak terpaksa melakukan kegiatan.				
5.		Anak terlihat percaya diri saat melakukan kegiatan.				
6.	Respon anak	Anak mampu melakukan perintah yang diberikan				
7.		Anak tampak bingung saat melakukan kegiatan				
8.		Anak terlihat kesulitan saat melakukan kegiatan.				
9.	Respon guru	Guru tampak antusias dalam melakukan kegiatan.				
10.		Guru terlihat kesulitan saat memandu kegiatan.				
11.		Aktifitas yang dikembangkan membuat				

		anak tertarik.				
12.	Aktifitas	Aktifitas yang dikembangkan sesuai dengan tahapan perkembangan anak.				
13.		Aktifitas yang dikembangkan aman untuk anak.				
14.		Aktifitas yang dikembangkan mendukung pembelajaran bahasa Inggris.				
15.		Aktifitas yang dikembangkan membuat anak senang belajar bahasa Inggris.				
16.	Penggunaan media	Media yang digunakan aman untuk anak.				
17.		Media yang digunakan mendukung proses pembelajaran.				
18.		Media yang digunakan menarik.				
19.	Penggunaan ekspresi	Kalimat yang digunakan sederhana dan jelas untuk anak.				
20.		Guru kesulitan dalam menggunakannya.				

THE RESULT DATA

The Result Data from the First Questionnaire (Need Analysis)

RELIABILITY

```

/VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR0000
8 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VA
R00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 V
AR00023 VAR00024 VAR00025 VAR00026
VAR00027 VAR00028 VAR00029 VAR00030
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

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Reliability

[DataSet0]

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.803	.784	30

Item Statistics

	Mean	Std. Deviation	N
--	------	----------------	---

VAR00001	3.4000	.51640	10
VAR00002	2.7000	.82327	10
VAR00003	2.6000	.84327	10
VAR00004	3.2000	.63246	10
VAR00005	2.9000	.73786	10
VAR00006	3.0000	.81650	10
VAR00007	3.2000	.91894	10
VAR00008	3.4000	.51640	10
VAR00009	3.0000	.81650	10
VAR00010	3.1000	.87560	10
VAR00011	3.5000	.52705	10
VAR00012	3.5000	.52705	10
VAR00013	2.6000	.69921	10
VAR00014	2.6000	.69921	10
VAR00015	3.3000	.82327	10
VAR00016	2.2000	.42164	10
VAR00017	3.4000	.51640	10
VAR00018	3.3000	.82327	10
VAR00019	3.0000	.66667	10
VAR00020	3.0000	.47140	10
VAR00021	2.7000	.67495	10
VAR00022	3.5000	.52705	10
VAR00023	3.4000	.69921	10
VAR00024	2.6000	.69921	10
VAR00025	3.5000	.52705	10
VAR00026	2.5000	.52705	10
VAR00027	3.1000	.73786	10
VAR00028	3.0000	.81650	10
VAR00029	3.9000	.31623	10
VAR00030	3.5000	.52705	10

The Result Data from the Second Questionnaire

RELIABILITY

```

/VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR0000
8 VAR00009 VAR00010 VAR00011 VAR00012 VAR00013 VAR00014 VAR00015 VAR00016 VAR00017 VAR00018 VAR00019 VAR00020 VAR00021 VAR00022 VAR00023 VAR00024 VAR00025 VAR00026
VAR00027 VAR00028 VAR00029 VAR00030 VAR00031 VAR00032 VAR00033 VAR00034 VAR00035
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL.

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Reliability

[DataSet0]

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	7	100.0
	Excluded ^a	0	.0
	Total	7	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.731	.626	35

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.5714	.53452	7
VAR00002	3.5714	.53452	7
VAR00003	3.4286	.53452	7
VAR00004	3.5714	.53452	7
VAR00005	3.4286	.78680	7
VAR00006	3.5714	.53452	7
VAR00007	3.4286	.78680	7
VAR00008	3.4286	.53452	7
VAR00009	3.5714	.53452	7
VAR00010	3.5714	.53452	7
VAR00011	3.2857	.75593	7
VAR00012	3.5714	.53452	7
VAR00013	3.5714	.53452	7
VAR00014	3.2857	.75593	7
VAR00015	3.4286	.53452	7
VAR00016	3.4286	.53452	7
VAR00017	3.2857	.75593	7
VAR00018	3.2857	.75593	7
VAR00019	3.5714	.53452	7
VAR00020	3.4286	.53452	7
VAR00021	3.1429	.69007	7
VAR00022	3.7143	.48795	7
VAR00023	3.1429	.69007	7
VAR00024	3.5714	.53452	7
VAR00025	3.5714	.53452	7
VAR00026	3.4286	.53452	7
VAR00027	3.5714	.53452	7
VAR00028	3.4286	.78680	7
VAR00029	3.5714	.53452	7
VAR00030	3.4286	.53452	7
VAR00031	3.5714	.53452	7
VAR00032	3.5714	.53452	7
VAR00033	3.4286	.78680	7
VAR00034	3.4286	.53452	7
VAR00035	3.4286	.53452	7

APPENDIX C

COURSE GRID

Course Grid of Developing Appropriate Activities for Children
at TPA Pelangi Nusa Wates Kulon Progo

Day	Goals	Theme	Indicators	Vocabularies	Media	Activities				The Example of Expressions
						Energizer	Opening Activities	Main Activities	Closing Activities	
1.	<p>1. Language Focus :</p> <p><u>Listening</u> To listen and understand the simple instruction in games.</p> <p><u>Speaking</u> To repeat the numbers.</p> <p><u>Reading</u> To recognize the symbol of the numbers.</p> <p><u>Writing</u> To imitate the symbols of the numbers.</p>	Number Playing with numbers.	<p>Children are able to respond the teacher's instructions.</p> <p>Children are able to mention the number 1-10.</p> <p>Children are able to do the action in the game.</p> <p>Children are able to recognize the symbol of the numbers.</p> <p>Children are able to imitate the symbol of</p>	<p>Numbers: One to ten.</p> <p>Jump. Move. Balls. Basket. Outside. Steps. Backward. Forward. Left. Right. Louder. Claps. Circle. Line.</p>	<p>Flash card in smooth and rough surfaces</p> <p>Balls</p> <p>Basket</p>	<p>Circle time.</p> <p>Move and sing action</p> <p>Thr songs in this session are:</p> <p>1. Make a big circle.</p> <p>2. 1 2 3.</p> <p>3. 1 3 3 jump.</p> <p>4. Up and down.</p> <p>5. Open shut them.</p> <p>6. Little finger.</p> <p>Snack time</p>	<p>Greeting</p> <p>Have a short prayer.</p> <p>Registration.</p> <p>Introduction of the theme.</p>	<p>Mention the numbers.</p> <p>Recognizing the symbol of the numbers.</p> <p>Imagine writing the numbers.</p> <p>Playing "give me.."</p> <p>Playing "simon says"</p>	<p>Evaluation</p> <p>Praying.</p> <p>Saying good bye.</p>	<p>- Make a line, please..</p> <p>- Everybody let's go outside.</p> <p>- Steps forwards.</p> <p>- Take your steps backward.</p> <p>- Let's make a big circle.</p> <p>- Let's holding hands together.</p> <p>- Lets sing a number song.</p> <p>- Louder please.</p> <p>- Take your right.</p> <p>- Very good.</p> <p>- What number is it?</p> <p>- Say it louder.</p> <p>- Touch the number.</p> <p>- Can you touch the number?</p> <p>- What do you feel?</p>

	<p>2. Content Focus</p> <p>Developing gross motor skill(physical co-ordination). Developing cognitive skill (mention numbers 1-10)</p>		the numbers							<ul style="list-style-type: none"> - Is it rough? - Is it smooth? - The surface is smooth. - Give me ...(1 to 10) - Simon says ... - Who want to play outside? - Come on! - Hurry up! - Good! - Are you happy today? - What did we do today?
2	<p>1. Language Focus</p> <p><u>Listening</u> To listen and understand the simple instructions in planting.</p> <p><u>Speaking</u> To repeat the action song lyric and vocabularies</p>	Plant "Planting time"	<p>Children are able to respond the teacher's instructions</p> <p>Children are able to sing and say some words in the action songs</p> <p>Children are being able to use their sense (see,</p>	<p>Hole</p> <p>Dig</p> <p>Seeds</p> <p>Grow</p> <p>Flower</p> <p>Branch</p> <p>Stem</p> <p>Leaf</p> <p>Root</p>	<p>Part of plant (realia)</p> <p>Soil.</p> <p>Seeds.</p> <p>Shovel</p> <p>Watering can</p>	<p>Make a circle</p> <p>Sing and move session</p> <p>The songs in this session are:</p> <ol style="list-style-type: none"> 1. Planting time 2. Seeds <p>Snack time</p>	<p>Greeting</p> <p>Have a short prayer</p> <p>Registration.</p> <p>Introducing the theme</p>	<p>The part of the plant</p> <p>Sing the action song "planting time"</p> <p>Planting time.</p>	<p>Evaluation.</p> <p>Praying</p> <p>Saying goodbye.</p>	<ul style="list-style-type: none"> - Come on here! - Let's make a big circle. - Lets holding hands together. - Let's sing the song and follow me. - Let's sing together - Move your body. - Follow me. - Louder, please. - Very good. - Dig the ground. - Plant your

	2. Content Focus Developing gross motor skill and fine motor skill (eye and hand co-ordination)		smell, touch). Children are able to mention some vocabularies about plant							seeds. Watering the plant . Do you like gardening? Are you happy today? What did we do today?
3	1. Language Focus <u>Listening</u> To listen and understand the simple instructions in draw and coloring a fish <u>Speaking</u> To repeat the action song lyric and vocabularies	Animal Beautiful fish.	Children are able to respond to the teacher instructions. Children are able to mention some vocabularies about animal (fish). Children are able to do the action based instruction.	Fish Fins Eye Tail Scales Gill	Fish (realia) Paper Crayon White board. Board marker.	Go to the fish shop. Observe the fish. Feeding the fish. The songs in this session are: Look at me Fish Snack time	Greeting Have a short prayer Registration. Introducing the theme	Sing a fish song Drawing a beautiful fish Coloring the fish	Evaluation. Praying. Saying goodbye.	Now, we are going to go to the fish shop. Have you gone to the fish shop? Do you want to watch the fish? Who want to join with me? Let's take a walk. Make a line, please. Let's go to the fish shop. Let's sing a little fish. Let's sing look at me.

	<p><u>Reading</u> Knowing the form of horizontal or vertical line, curve and circle.</p> <p><u>Writing</u> Drawing and coloring a beautiful fish</p> <p>2. Content Focus</p> <p>Developing gross motor skill and fine motor skill (eye and hand co-ordination)</p>		<p>Children can draw a simple picture.</p> <p>Children can make horizontal or vertical line, curve and circle.</p>							<p>Look at the fish. It is a beautiful fish. What color is it? Look at the fins. Can you feed the fish? Take your turn, please. This is a fish. The fish have fins. This is scales. It breathes by gills. It has two eyes. The fish mouth is round. Repeat after me. What did we do today? Who joined the activities? Who draw a fish? Who coloring the fish? Are you happy today?</p>
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APPENDIX D

FIELD NOTES

FIELD NOTES

Field Note 1

The try-out of the first activity

Saturday, 28th June 2014

The try-out was done on Saturday, 28th June 2014. For the first day of the try-out, the researcher came earlier at 07.00 a.m. She had prepared many things which would be used for the activities. First, she set the classroom. Next, she prepared the media which would be used for the activities. She used cards of one to ten numbers made by herself. There were two groups of cards with smooth surfaces and rough surfaces. She also prepared balls and basket. After she finished prepare the classroom and the media, she joined the teacher to welcome the children.

At 07.00 a. m, some children were arrived. The teachers were welcome them and greet with “Assalamualaikum mas.../mbak..., selamat pagi,” and shaking hands. The English teacher and the researcher also greet them in English with *good morning*. Then, the teacher asked the children to put their bags to the locker. The children play in the school yard while waiting for the other children. Their favorites are slide, swing, climbing frame, past the bridge, running, climb the animals statue and marry go round. Some of the girls even play with the plant by watering the plant and collect the flower. Most children play in group. They play together and talk to each other; they share their snack and talk about their experience in the day before. However, there also some children just sit and only watching their friend playing while waiting the bell rang.

The bell rang at 08.00 a. m. The teacher collaborated with the researcher to conduct the try-out. The teacher said “Everybody, let’s go outside, *Ayo smua keluar dan buat lingkaran*, let’s make a big circle.” All the children come together in the yard. The English teacher sang *make a big circle* song which meant that the children had to ready for the energizer activity. “*Ayo anak-anak buat lingkaran*, come on, let’s make a big circle” said the teacher. “Ok miss”, the children answered. Then, the teacher repeated sang *make a big circle* song. The activity was held in the school yard. The children joined their classmate and holding hands together made a big circle. All children of TPA Pelangi Nusa joined the energizer. For D3 class children, they done the

energizer guided by English teacher and the researcher. In the earlier of the energizer, the researcher distributed a name tag to each child. Next, the teacher started to sing and move session. "The song are *make a big circle, 1 2 3, 1 2 3 jump, up and down, open shut them, and little finger*.

First, the teacher sang *1 2 3*. "*Ayo kita nyanyi tentang angka, let's sing a number song, dengar dan ikuti ya, listen and follow me*", said the teacher. The teacher started singing "One two three four five six, seven eight nine ten, one two three, four five six, seven eight nine ten" while pretending to be a soldier who was walking on marched. All the children followed her." *Gimana, bisa? Diulangi lagi ya, lebih keras lagi nyanyinya ikuti juga gerakannya ya seperti pak tentara baris, ok?*" ... "*Yaa Miss*".... "*Great*". The researcher followed her action and joined in singing. The children also followed the actions. They smile and laugh.

Next, the teacher introduced *1 2 3 jump* song. "*Kita lanjutkan ya, lagunya 1 2 3 jump, Miss kasih contoh dulu, perhatikan.*" The teacher gave the example and the children pay attention on her. Most children watched the children and imitate what the teacher do. "*Nah itu bisa, ayo lakukan lagi, ingat kalau jump berarti lompat, ayo coba sama- sama ya, come on let's sing together*". After all the children mastering the song, the teacher continued introduced the third song. It was *up and down*. "*Lanjut ya, lagunya up and down, gampang kok, Yuk kita sama sama belajar.*" "Ok Miss"... "*Great, masih ingat kan kalau up itu naik, down itu turun?*" ...*masih Miss, the children answered. "Pinter, kan udah sering diajarkan to? Kalau kanan itu right, kiri itu left, masih ingat? She added. "Masih Miss, the children answered." Ok, great, let's begin.*"Said the teacher. The teacher started sing the song and all the children follow her. The song sang twice. All the children seem happy and no one found any difficulties. Furthermore, the teacher continued to the next song. It was *open shut them* song. The song is very simple. Again, the song sang twice and all the children can imitate teacher in singing it. The last song is *little finger*. The song only focused on the finger's coordination. It can stimulate the pliability of their fingers. "*Selanjutnya kita main jari ya, lagunya little finger, please listen and follow me.*"... "*Yes Miss/ Ok Miss,*" the children yelled. They sang together. "*Gimana, susah?*"... "*Gak Miss*" All the children yelled Ega said, "*gampang Miss.*" They looked enthusiast and happy. "*OK, besok kita ulangi lagi ya.*"..." horee" the children shouted. That was the end of the energizer.

After finished the energizer, the teacher asked the children to make a line and prepared for snack time. The teacher said, "Make a line, please!" Then the children answered by "yes Miss." The researcher helped the teacher to organize the children. Then, the children put off their shoes and arranged them on the shoes rack. They wash their hands and entered the dining hall. It was a snack time. The teacher had prepared snack and tea. Before they enjoyed the meal, the teacher sang *sit down please, can you sit down* and *I like cookies* and lead for prayer. The children followed the teacher singing the song and raise their hands for praying. After finished the meals the teacher the teacher lead for the prayer. Next, she asked the children to wash their hands. "Wash your hands please," said the teacher. "Please save the water", she added. She also asked the children to have a toilet training. "*Ada yang mau pipis dulu gak?*" "*Gak Miss*" said the children. At that moment, there were no children that want to go to the toilet. Further, the children entered the classroom for the next activity.

The children sit on the carpet and ready for the next activity. They were sitting in a U shape. In the opening activity, the teacher greet the children. "Hello children how are you today?" asked the teacher. "I'm fine, thank you, and you?" the children answered together. "I'm fine too, thank you, the teacher answered. Next, sang *good morning, good morning our teacher, hello-hello and how are you* songs. The children followed the teacher sang the songs and clapping their hands while singing.

Next, the teacher leads for prayer. She said, "Before we start our lesson; let's have a short prayer, shall we." Then, all the children followed her instructions. They raise their hands up and pray. Some children were closed their eyes while praying. The researcher also followed the teacher instruction and helped the teacher to organize the children. After they finished the prayer, the teacher continued for checking the children's attendant. "Let's take the register." There was not any child who was absent that day, so there were ten children who came to the school. While the teacher called the children's name, the children were raised their hands and said *present*. Some of the children looked shy when they said present. It is a routine activity, so there is no any difficulty found for both children and teacher. After finished the registration, the teacher started to introduce the theme of that day activity.

First, she sang *1 2 3* song as the warming up. The children followed her sang the songs with clapping their hands and some of them modeled the number by their fingers. "*Baik, kita*

mulai ya belajarnya.” Are you ready?”...yes Miss.” *Hari ini kita belajar angka, siapa bisa menyebutkan angka 1 sampai 10 dalam bahasa Inggris? Can you mention the numbers?*” ...bisa, aku Miss- aku Miss, the children shouted. They looked enthusiast to mention the numbers. “*Kita sama-sama dulu ya ngucapinnya, Miss dulu lalu kalian ikuti, ok?*” Ok Miss.” That’s great, she added. “*Sekarang kita ulangi lagi, tapi dengan menghitung jarinya Miss ya, let’s count my fingers.*” “*Aku dulu ya Miss,*” said Caca. “*Aku Miss,*” Ega shouted. “*Ok, ok, bareng- bareng aja, are you ready?*” ...”Yes Miss.” All the children count loudly while pointed the teacher’s finger. “Very good” added the teacher.

Next, the teacher continued the activity. She took number cards. That was a group of cards number of 1 to 10 numbers in smooth surfaces. “*Sekarang Miss punya kartu angka,* she showed the flash cards. “*Ada yang tau ini angka berapa? Do you know what number is it? ...*”one” most of the children answered. Then, she asked the children to mention the number showed by the flash card. “Please repeat after me, say it together, one , two,...ten.” The children followed the teacher instruction and said the number loudly. She continued till number 10. Next, she asked each child to mention it one by one in random. “Mas Akbar, what number is it?”... “Eight”...”very good”, she added. She continued till all the children took their turn. “*Semua sudah bisa ya?*” then the children answered “Yes miss.” *Great, semua pintar ya.*” she added. All the children smiled. “*Sekarang ambil kartunya satu-satu*” Suddenly, the atmosphere become so noisy, all the children tried to get the number. “*Pelan-pelan, gantian ya,*” she added. The teacher continued delivered the material. “*Coba sekarang sentuh permukaan angkanya,*” ...”gini Miss?” ...”Yes, apa yang kalian rasakan, halus atau kasar?” ...”Halus Miss” the children answered. “Coba rasakan lagi.” she continued. Caca answered, “*Halus kok.*”... “Ok, kita lanjutkan. Miss punya kartu lagi, coba kalian bandingkan permukaannya,” she distributed the number to each child. It was a group of card numbers in rough surfaces. The card of numbers made of sandpaper. It used to differentiate surfaces whether it’s smooth or rough. The teacher showed the cards and asked the children to touch them. At the beginning, the children look confused, but further, they became anxious to touch the cards. “*Kasar Miss,*” said Affan. The teacher answered, “*Iya, kasar ya, beda tidak sama yang tadi?*” ...”Beda Miss...” *Coba rasakan lagi, sentuh sesuai bentuknya,*” she added. All the children touch the number again. For the followed activity, the teachers asked the children to close their eyes to imagine write the number. “*Sekarang merem, coba bayangkan bentuk angkanya tadi, kita belajar mengenal bentuknya, biar*

bisa nulis angkanya, kita mulai dari angka satu, ok?” ”Ok Miss”, the children answered and did the instruction given. That was the last activity in the opening session.

Afterwards, the next activity was playing give me a number and Simon says games. It would be held on the school yard. The teacher explained to the children that she will continue the activity outside the class. The children seemed happy. Many of them yelled hurray! The children put on their shoes and followed the teacher to the yard. The researcher followed the teacher and ready to give an example for the children. Before the teacher explained the rule of the game, she asked the children to sing *five little duck*. This song is familiar for the children because it ever teaches before. Next, she explained the rule of the game. The teacher said, “*Permainannya gampang, nanti kalian Miss minta melaksanakan apa yang Miss perintahkan. Misalnya Miss bilang “give me two, lalu kalian mencari teman satu teman, kalau gime me 3, berarti kalian buat grup jadi 3 orang, bisa tidak kira kira?*” *Saya harus bisa*, said the children. “Are you ready?”, said the teacher. “Yes Miss, I’m ready,” the children answered together. The children listened carefully. Most of them looked impatience. Then, the teacher gives an order to the researcher to give an example. “Look at Miss. Eny,” she pointing to the researcher. The teacher said, “Give me two”. Then the researcher looking for a child and holding her hands. The teacher continued giving different instructions such as *give me three claps; give me two balls*, etc. She said the instructions clear and loud so the children can understand it well.

The following activity was play a Simon says game. The teacher explained the rule of the game. The children looked impatient and the atmosphere became so noisy. “*Apa itu Miss?*” said the children. “*Iya, hampir sama kok sama permainan yang tadi*, are you ready for the next game? The children yelled “Yes Miss!” The teacher asked the researcher to give an example. The teacher said the instruction then the researcher follow and do the action. Next, the teacher begins giving an instruction. Sometimes the teacher replaced Simon into her name. She gave the instructions with gesture and mimics to build the children understanding. “*Gimana, susah tidak* asked the teacher. The children answered,” *gak Miss.*”The children listened seriously and do the action. They looked focus and get prepared to act the next instructions. Having looked tired, the teacher asked the children to go inside the class and take a rest for a while. Then, the children make a line and walked inside. The researcher helped to manage them. The children sit in a

carpet. “*Capek Miss, minum ya.*” said one of the children. The teacher pleases them to have a drink.

“*Ok, sudah ya, sudah hilang capeknya?*” then she sang *sit down please* to manage the children. All the children back to their sit. This was the last session. The teacher sang songs that they have learned and evaluates the previous activity. “Are you happy today, said the teacher. “Yes miss”, the children yelled. “What did we do today?” asked the teacher. “*Ngitung angka, main kartu, ma mainan diluar Miss*”, Alif answered. “Good, pinter mas Alif”, said the teacher.

She also reviewed the new vocabularies of the day. All children seemed happy. They smiled and laughed. “Well, it’s time to say goodbye,” said the teacher. Then, she asked the children to have a short prayer. Lastly, the teacher say goodbye and sang *goodbye* and *come on let’s go songs*. All the children were shaking their hands to the teacher, the researcher and to their friends. That was the sign that all activities had finished.

FIELD NOTE 2

The try-out of the second developed activity

Saturday, 5th July 2014

The try out was done on Saturday, 5th July 2014. There was no any student who was absent that day. There were ten children. Like a day before, the researcher came early on that day. She had prepared all the media that would be used for the activity. For the second day, she had prepared the soil, seeds, plants, shovels, and watering can. That was planting time. Afterwards, she joined the teacher to welcome the children.

At 07.00 a.m. some children were arriving. The teachers welcome them by saying “*Assalamualaikum, selamat pagi*” and shaking hands. The English teacher also greets them in English. “Good morning mbak...,mas...how are you today?” she also added, “put your bag in your locker and play with the others.” The children were smiled and said, “Yes Miss”. Another teacher helped them to put their bags, and another one accompanied the children in playing.

At 08.00 a.m. the bell was rang. All the children ready to have an energizer. They joined the sing and move session in a circle. The teacher reviewed some songs that has been learn in the previous meeting. The songs are *make a big circle*, *1 2 3*, *1 2 3 jump*, *open shut them*, and *up and down* to reviewed the previous meeting.” *Kita ulangi lagi ya lagu yang kemarin, biar kalian cepat hafalnya, ok?* said the teacher. “Ok Miss, the children answered. It has a purposed to remind the children about the song in order they can sing the song well. She also added the song entitled *planting time* and *seed* that suitable with the theme. The teacher said, “*Miss punya lagu baru. Judulnya seed. Seed itu benih atau biji, coba dengarkan ya.* The teacher gave an example. “*Ayo ikuti lagu dan gerakannya*”, she added. All children seemed happy and followed the teacher to sing and do the action. They smiled while singing and moving. When the teacher introduced the new songs, the children seemed confused. Then, the teacher repeated the songs many times using gesture and action. The children were followed her.

“*Tambah satu lagu lagi ya, coba perhatikan, nanti lagunya buat kegiatan kita hari ini,*” said the teacher.”*Lagunya planting time, perhatikan ya,*” she added. The researcher helped the teacher to manage and giving an example of the action songs. The teacher started sang the song. She sang slowly, so all the children can follow her. “*Bisa kan? Seperti orang nanem pohon.*” the teacher asked. “*Iya Miss,*” Alif and Ega answered. “*Baik, kita ulangi sekali lagi ya?*” They repeated doing the action song. Finished sang the song, the energizer was ended.

Having finished the energizer, the children asked to make a line in order to enter the dining hall The teacher said, “ make a line please.” All the children make a line and prepare to join the next activity. The followed activity was snack time. Next, all the children put off their shoes and put them in the shoes rack. Then, they go to the dining hall. They walked in a line and get a queue to wash their hands. The teacher said, “Wash your hands please, save the water and take a turn.”... “Ok, ok Miss”, all the children answered. The teacher had prepared the snack and tea. The children sit in the chairs that have been prepared for D3 class. The teacher sang *sit down please*, *can you sit down* and *I like cookies* songs. The children followed the teacher. They sang loudly while clapping their hands. Next, the teacher led for praying. She asked the children to raise their hands and pray before eating. She said, “Let’s raise our hands and pray.” All the children followed the instruction. The researcher helped the teacher to manage the children. “Enjoy your tea and cookie, don’t make a noise, said the teacher. The children started enjoyed

their snack. Finished the snack time, the teacher led for praying after eating. The children followed the teacher and pray. Afterwards, the teacher also asked the children to wash their hands and get a toilet training before they go to the next activity. “Ada yang mau pipis dulu gak?” said the teacher. “Gak Miss”, said the children. There were no children that want to go to the toilet. In hence, the teacher asked the children to enter the classroom.

The next activity was opening session. The teacher sang *sit down please*, and *can you sit down* to manage the children. The children followed the teacher singing the song while waiting the other sitting. They sang the songs and clap their hands. After all the children were sitting down in a carpet, the teacher continued to open the meeting. She opened the meeting by greeting .she said, “good morning children, how are you today?” ...”Fine thank you, and you,” answered the children...” I’m fine too, thank you” answered the teacher. Next, she sang songs *entitled good morning, good morning our teacher, hello –hello, and how are you*. The following activity is praying. “Now, let’s have a short prayer, shall we?” said the teacher. The children were raised their hands and followed the teacher.

After finished for praying, Next, she continued with the registration. “Let’s take the register. Who is absent today? *Siapa yang tidak masuk hari ini?*”...“Gak ada Miss, Alya answered. She called the children and the children answered with “present”. She also called the researcher’s name. The children were smiled and laughed. “Kok Miss. Eny ikut dipanggil, sekolah disini juga ya?” Ahnaf asked to the teacher. His question makes the classroom atmosphere cheerful. “Sudah-sudah, dilanjut ya”, said the teacher. Then, she started to introduce the material. Again, the teacher collaborated with the researcher to conduct the try-out. First, the teacher sang *planting time* and *seed* song. Then, she began to explain the material. She introduced the material about plant. She took a plant that was had prepared. She said, “ Miss punya tanaman coba diperhatikan.” ...”Ya Miss”, answered the children. She continued by explaining the part of plant’s body and said, “The plant consists of root, branch, stems, flower and leaves, this is root, *coba katakan bersama,*” ...”Root” said all the children. Next, she continued explain the other parts of plant one by one. When she showed the plant, the children looked enthusiast to touch the flower. “Lihat Miss, lihat Miss”, the children yelled. “Boleh pegang gak Miss?” asked Caca. “We, gak boleh”, Ahnaf answered. Then the atmosphere became so noisy. Next, the teacher said, “Iya boleh, tapi nanti ya, buat belajar dulu, nanti smua

megang dan nyium bunganya kok". "Horee, asik, the children yelled. The researcher helped the teacher to manage the children.

The teacher continued to explain part of the plant. Again, the children so noisy and some of them won't sit. Because of that, he teacher asked the researcher to hold the plant and helped her to show the part of the plant that she explained. All the children observed the plant. They touched and smelled the flower. "*Bunganya bagus Miss, boleh dipetik gak?*" One of the children asked. "*Nanti ya mbak Caca, kalau sudah selesai belajarnya, boleh bunganya dipetik*", said the teacher. Then she said "horaay" and claping her hands. The teacher continued to introduce the part of the plant. She also asked the children to repeat her when she mentions part of the plant. "*Kita ulang lagi ya, biar kalian cepat hafal*, please repeat after me, Ok?" "Then, all the children followed her loudly. She also explained how plant can grow. She took seeds and continued explain that a plant can grow from the seeds. "*Miss punya biji atau benih, tanaman juga bisa tumbuh dari biji, nah nanti kita kegiatannya mau menanam ini, apa kalian mau berkebun?*" Who want to join the activity? "*Mau Miss, Aku mau, Aku ikut ya Mis*, the children answered. She repeated each part of plant's names again. "Ok, sekarang nyanyi lagi ya, biar hafal lagunya, dibantu ya Miss. Eny." "Yes Miss", said the researcher and the children. Then, they sang a planting time song together. For the following activity, the teacher asked the children to sing planting time with the action. The teacher asked the researcher to give an example of the action song. The children followed her. She also introduced the tools that would be used for planting. She said "This is a shovel; it used to dig the ground. This is a watering can; it used to watering the plant". Next, she continued to deliver the action song. When the lyric said "*Dig dig dig the earth*", the children make a digging motion. Next, the lyric said," *Then you plant your seeds*"so the children pretend to drop the seeds. After that, the teacher continued singing, said "*A gentle rain*" with the action flutter fingers down. Then the following lyric was "*And bright sunshine*"with the action circle their arms above their heads. The last lyric was "*Will help your flowers grow.*" With the action hold one arm parallel to ground and move other arm up behind it with fingers extended to represent a flower growing. "*Mudah kan? Bisa? Diulang lagi ya.*" said the teacher. The children said, "*Bisa.*" ..."*baik, kita ulangi lagi*", she added.

They repeated the action song together. After the children mastered the action, the teacher asked them to sing once again with the action. In this case, they sang with real actions.

The teacher said, "*Sekarang kita nanem beneran ya, tapi sambil nyanyi seperti tadi, ok?*"... "*Ok Miss*" answered the children. Suddenly, all the children yelled, "*asik, horee*" Next, the teacher asked the children to put on their shoes and make a line. They went to the garden orderly. "*Miss, aku yang nanem ya, mau nanem pohon po Miss?*" asked Ahnaf. "... *Aku dulu ya Miss,*" said Caca. Some of the children seemed interested with the activity. "*Iya nanti kita sama-sama nanemnya*", the teacher answered.

The children tried to sang the song and do the action. They spread the digging the ground with the shovel, spread the seeds and watering the seeds. "*Gampang kan cara nanemnya? Kalian bisa mencobanya dirumah*", said the teacher." Ok, now wash your hands and go to the class". "*Tapi sebelumnya, please help me to tidy the tools.*" Some children were in hurry to tidy the tools. "*Be careful*" said the teacher. The teacher answered "*yes Miss.*" The researcher helped the children to tidy the tools and cared for washing their hands.

After finished tidy the tools and washing their hands, the children entered the classroom. They sit on the carpet waiting for the teacher. The researcher helped to managed them. The teacher entered the class, she sang *seed*. The children followed her. "*Semua senang hari ini, apa yang tadi kita pelajari?*" said the teacher. Some children answered "*menanam biji Miss.*" Then, the teacher sang a planting time song followed by the children. Next, she reviewed the previous activities. She also reminds the children about the new vocabularies that they have learned. She asked the children to repeat after her. The last activity was closing session. The teacher closed the meeting with short prayer and sang the songs entitled *goodbye*, and *come on let's go*. That was the end of the class. All the children shaking their hands with the others and say goodbye.

FIELD NOTE 3

The try-out of the third activity

Saturday, 12th July 2014

The try-out of the third activity was conducted on Saturday 12th July 2014. There were 10 children who came, so there was no children who absent on that day. A few days before, the researcher had prepared many things which would be used for the next tryout implementation. She came to the fish shop asked for the owner permission that she would bring the children went to his fish shop. In the implementation day, she had provided the media that needed such as white board, board marker, paper, and crayon. The teacher was collaborated with the researcher in conducting the activities.

At 07.00 a.m. some of the children were arrived. The teacher greets them and asked them to put their bags on their locker. While waiting for the other children came, they play on the school yard. At 08.00 a.m, the bell was ring, its means that all the children came together on the yard to had an energizer. They were make a big circle based on their class guided by the teacher.

In a set day, the class D3 children did not joined the circle time. They were asked to make a line and get prepared to go to the fish shop. First, the teacher asked them to get a short prayer. "*Hari ini kita akan pergi ke toko ikan, jadi kita tidak usah buat lingkaran ya, energizernya kita ganti dengan jalan-jalan, siapa mau ikut?*", said the teacher. "*Aku ..aku..aku*" the children were yelled together. "Ok, make a line please". We will go to the fish shop. But before we go to the fish shop, let's have a short prayer". Then, the children followed the teacher went to the fish shop. The distance of the fish shop from the school it's about 100 m. the children walked in a line and holding their friends during the journey. The teacher also asked the children to sing songs about fish while they walked. the songs are *I am a little fish* and *look at me* The children tried to follow her. The children seem happy.

At the fish shop, the children observed the fish. The teacher tried to introduce the part of the fish body. She also asked the children to count the fish and said the fish color. Next, the teacher asked the children to feeding the fish. She said," let's feed the fish, *ayo kita beri makan ikannya.*" *Asik, horee*" said the children. The fish set on a large aquarium. Further, they had

begun to feed them up. All the children joined this activity. Having finished feeding the fish, the teacher asked the children to make a queue in order they will had a little fish for each child. Hearing the teacher instruction, all the children yelled “*horrey..Asik asik*”. Then they make a line and waiting for their turn to have a fish. After that, the teacher said goodbye to the owner and go back to the school.

At the school, the teacher asked the children to put their fish to the class. Next, the children are kept their fish in the class, but suddenly Shyfa was crying. Her plastic that use to carrying the fish was leak. “*Miss, Shyfa nangis, plastiknya bocor*”, said Ega. Then, the teacher came to Shyfa and comforts her. “*Tak ambilke plastik ya Miss, kasihan ikannya*”, Caca offered a help. “*Oh, ya Mbak Caca, minta di dapur ya, makasih mbak Caca*”. “Ya, Miss”, Caca answered. After the teacher can handled the situation, she asked to the researcher to name the fish. Next, the teacher asked the children to get a snack time. “*Nah, sekarang ikannya disimpan dulu ya, biar dikasih nama sama miss. Eny. Setelah itu kita makan snack dulu.*” Come on put off your shoes, wash your hands and prepare for a snack time,” said the teacher. “Yes miss” said all the children. The researcher managed the children in washing their hands while the teacher prepared the meals. The teacher sang songs entitle *sit down please, can you sit down and I like cookies*. The children joined the teacher and sang together. Next, the teacher led for a prayer before eating followed by the children. The children enjoyed the meals. Having finished the meals, all the children were asked to enter their class to have next activities.

The next activity was held on the classroom. The children asked to sit down on the carpet. The teacher opened the activity by good morning songs a short prayer and registration. Next, she begins to introduce the theme That day, the theme was a beautiful fish that related with the previous activities. She sang songs about fish to deliver the material. All the children followed her. Next, she reviewed the previous activity. She said “*Siapa tadi yang ikut ke toko ikan? ...*”*Aku- aku, aku* all the children shouted. “*Siapa yang kasih makan ikan? Who’s feeding the fish? ...*”*Aku-aku-aku*” the children yelled. “Are you happy?” she added. “Yes I’m hapy”, the children answered together.

Next she introduced all the vocabularies about part of the fish body. She used a picture as the media. “*Coba perhatikan, pay attention please, Miss punya gambar, siapa tau gambar apa ini, what is it?*” asked the teacher. ““Fish Miss, *ikan Miss*” the children answered. All of the

children come closer to the teacher. *“Bagian ikan yang terlihat di gambar ini ada apa aja? The teacher continued. “Mata, sisik, ekor” the children tried to answered the question. “Good,” pinter, kalau menyebutkannya dalam bahasa inggris bisa tidak?” said the teacher. Next, most of the children smiled. “Mata itu eyes, mulut itu mouth, sisik itu scale, sirip itu fins, ekor itu tail, dan insang itu gill, yuk katakana bersama”.* Then the teacher repeated the vocabularies again while pointed the picture. All the children followed her. Next the teacher asked the children to observe their fish. *“Miss, ikannya bagus, ini tu fin-nya to Miss, asked Ega. ...” Iya mbak Ega, itu fins atau siripnya,” the teacher answered. “Miss, kalau sisik tadi apa? Punyaku meling – meling (berkilau) lho,” said Caca. Sisik itu scales mbak Caca, iya bagus kan?” said the teacher. . “Sekarang perhatikan ikan kalian masing-masing kita ulangi lagi ya kegiatan yang tadi, Miss sebutkan bagiannya kalian tunjuk ikan kalian masing-masing sambil mengucapkannya, tapi lebih keras ya, Are you ready?” “Yes Miss” All the children observed their fish and touch the part of the fish that the teacher said. Finally, this session closed by singing look at me song.*

Here, they came to the main activity. The activity was drawing on color. The children asked to draw a beautiful fish step by step based on the teacher’s instruction. There was one child name Ahnaf that did not want to pay attention on the teacher. He played with his fish. The teacher asked him to join the activity but he did not want to. Next, the teacher asked the researcher to replace her in delivering the material while she persuades Ahnaf. The researcher did the teacher instruction. Further, the teacher could persuade Ahnaf to join activity. The researcher said, *“sekarang kita lanjutkan ya, kita mau menggambar ikan. Ikannya lucu lho, Miss kasih contoh dan kalian tirukan, kita lakukan bersama-sama, are you ready?” ...”Yes Miss.”* said some of the children, and the others said *“horee”* and clap their hands. They love to draw. All the children pay attention on her. She began the first stage of drawing a fish. She said, *“Now we start with making a curve line, sekarang buat garis lengkung seperti ini,”* She draws a curve line vertically. All the children followed her drawing a curve line. *“Bisa?”* asked the teacher. *“Bisa Miss”*, answered the children together. Next, she draws another curve line and connected both of the lines. Next, she draw the fish eye balls and fish mouth as the second stages. *“Sekarang kita buat dua lingkaran, satu besar yang ditengah lebih kecil. Bareng –bareng yuk. Please draw a circle”.* After all the children finished draw a circle, then the teacher asked the children to draw another circle. *“Sekarang buat satu lagi di dalam lingkaran yang tadi, make a smaller circle inside the previous one.” Bisa?* said the teacher. *“Bisa Miss, the children answered. Aku udah*

Miss, trus apa lagi? Affan added. “*Wah, mas Affan pinter, tunggu temannya ya, kalau sudah kita buat oval untuk mulutnya,*” said the teacher. The third stages were draws the fish fins and tail. She gave the instruction slowly and clear. “*Nah, sekarang buat sirip dan ekornya ya, yuk bareng –bareng. Ikuti ya.* Are you ready?” said the teacher. “Yes Miss”, the children answered. Then the picture was finished.

All the children joined the activity and the listen and do activity was done. Then, Ahnaf joined the activity again, the teacher continued to deliver the material. “*Wah sudah jadi ya ikannya, bagus tidak gambarnya?*” said the teacher. “*Punyaku kecil ikannya,* said Affan. “*Ya tidak apa-apa*”, said the teacher. “*Miss ikanku bagus kan?* Shyfa asked. “*Wah bagus mbak Shyfa, pinter gambarnya. Ahnaf coba ya, sama Miss Eny ya*”, she added. Then, the researcher guided Ahnaf in drawing the fish. Finally, the children were asked to color the picture. After all children finished their picture, the teacher continued and said, “Now, please color the fish, *ikannya diwarnai ya.*” ... “Horee-asiik” yelled the children. They took the crayon and started to coloring the picture. The researcher helped the teacher to manage the children. All of the children started coloring their picture. They were free to choose the color. Having finished coloring the picture, all the children were asked to tidy their drawing tools.

The last activity was closing activity. All the children sit on the carpet. Next, the teacher evaluated the whole activities that had been held. “What did we do today?” The children answered differently i.e.” *jalan-jalan Miss ... liat ikan...gambar ikan Miss, gambar dan mewarnai Miss*, they yelled almost together. The teacher said” *Iya semua betul, susah tidak kegiatannya?* “Tidak” all the children answered. “Very good”, she added. She also repeated the vocabularies and the songs entitled *look at me* and *little fish*. All the children followed her. Then, she closed the meeting by a short payer and good bye songs such as *come on let’s go* and *goodbye*. The class was ended. The children shook the teacher’s hands also their friends.

APPENDIX E

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPTS

Note:

ET : English teacher

R : Researcher

Interview I

The Needs

Tuesday, 17th June 2014

R : *Assalamua'alaikum Bu, maaf mengganggu, bisa minta waktu sebentar?*

(Assalamu'alaikum Ma'am, sorry for disturbing, can I have a minute?)

ET : *Wa'alaikumsalam mbak, ya, ada yang bisa saya bantu?*

(Wa'alaikumsalam mbak, yes, what can I do mbak?)

R : *Gini bu, saya Eny, mahasiswa UNY ingin tanya-tanya soal pembelajaran Bahasa Inggris disekolah ini.*

(Well, I'm Eny. I'm Yogyakarta State University student. I'd like to ask about the English teaching and learning in this school.)

ET : *Ya mbak, monggo silahkan duduk.*

(Yes, please have a sit)

R : *Terimakasih bu, tapi sebelumnya apakah saya boleh tahu data pribadi ibu?*

(Thank you Ma'am, but before talking about it, could I know your personal identity?)

ET : *Tentu saja. Saya Sih Marmi, usia 41 tahun.*

(Of course, my name is Sih marmi, I'm 41 years old.)

R : *Sudah berapa lama ibu mengajar di TPA?*

(How long have you been taught in TPA?)

ET : *Sudah 6 tahun mbak.*

(I have been taught for about 6 years.)

R : *Kalau latar belakang pendidikan ibu?*

(What about your educational background?)

ET : *Saya lulusan S1 PAUD mbak.*

(I graduated from S1 PAUD)

R : *Kalau pendidikan Bahasa Inggrisnya bu? Apakah ibu ikut kursus?*

(What was your English education ma'am? Have you ever joined an English course?)

ET : *Saya tidak pernah ikut kursus. Hanya sebatas pengetahuan saya saja.*

(I never joined an English course. It's only based on my knowledge.)

R : *Kalau bahasa sehari-hari yang digunakan apa bu?*

(What about your daily language?)

ET : *Bahasa Indonesia dan Jawa.*

(Indonesian and Javanese)

R : *Apa ibu suka bahasa Inggris?*

(Do you like English ma'am?)

ET : *Tentu saja. Saya suka bahasa Inggris makanya bahasa Inggris sudah mulai dikenalkan ke anak-anak.*

(Of course, I love English. That's why English is already introduced to children.)

R : *Biasanya bagaimana bu ngajarnya?*

(How do you usually teach English?

ET : *Biasanya saya yang ada di majalah anak mbak. Disana sudah ada yang khusus untuk bahasa Inggris dan disesuaikan dengan tema. Saya mengantarkan untuk mengenalkan kosakata, kadang ditambah mewarnai gambar.*

(I usually followed the student's magazine. There is one sheet especially for English that suitable with the theme. I delivered to introduce vocabulary and sometime followed by coloring picture activity.)

R : *Bagaimana dengan respon anak-anak saat belajar bahasa Inggris ?*

(What about the children's responses when they learn English ?

ET : *Ya saya rasa mereka suka belajar bahasa Inggris. Ini kan hal baru buat mereka jadi rasa pingin tahunya besar.*

(I think they love English. This is new for them, so their curiosity is quite big.)

R : *Kegiatan seperti apa yang mereka suka bu?*

(What kind of activities that they like?)

ET : *Sebenarnya mereka sangat menyukai kegiatan yang berhubungan dengan fisik. Di motorik kasarnya mereka suka lompat, lari, ya...apa saja yang bikin mereka gerak. Kalau motorik halusny sih mereka suka mewarnai gambar. Karena di majalah hanya mengenalkan kosakata saja, ya saya biasa kembangkan dengan nyani atau mewarnai.*

(Actually, they really like activities related physic. For the gross motor skills, they like jumping, running, ya.. Anything that makes them moves. For fine motor skills, they like

coloring a picture. Because the magazine is only introduced the vocabulary, so I develop the activity with singing and coloring.)

R : *Wah, bagus itu bu. Kalau pemahaman anak-anak saat belajar bahasa Inggris bagaimana bu?*

(That's great Ma'am. What about the children's comprehension in learning?)

ET: *Mereka cepet tanggap kok, asal instruksinya sederhana dan jelas mbak.*

(They are perceptive, as long as the instructions are simple and clear.)

ET : *Mereka suka bahasa Inggris kok. Kebetulan anak-anak di kelas D3 ini semua pinter-pinter, sudah ada yang bisa baca atau nulis namanya sendiri. Rasa ingintahunya kan besar jadi kadang banyak bertanya dan aktif. Kadang saya bingung buat kegiatan apa. Tapi kebanyakan pakai majalah mbak. Selesai kegiatan, kadang mereka minta majalahnya dibawa pulang buat dikasih lihat ke orang tuanya.*

(They like it. Fortunately, all D3 class children are clever; they can read and write their own name. They have big curiosity, so sometimes they have many question to ask, and active. Sometimes I confuse to make the activity. However, mostly I use the magazine. Sometimes, they asked to bring their magazine home. They want to show it to their parents.)

R : *Oh, mereka sudah bisa baca tulis ya bu?*

(Oh, they can read and write ma'am?)

ET : *Iya mbak, sudah bisa baca symbol angka atau huruf, nulis namanya sendiri juga bisa, cara memegang alat tulisnya juga sudah betul kok mbak.*

(Yes, they can read the symbol of number or alphabet, they also can write their own name, and they also are able to use the writing equipment.)

R : *Berarti hanya majalah saja yang digunakan sebagai panduan ya bu? Kalau buku panduan khusus buat guru sendiri ada tidak bu?*

(It's mean that you only used student magazine as the teacher guidance mam? What about the teacher guiding book?

ET : *Iya mbak, sementara hanya gitu. Kalau panduan buat guru tidak ada mbak.*

(Yes for temporary. I don't have a guiding book.)

R : *Bagaimana kalau saya lengkapi bu? Saya kembangkan kegiatannya beserta buku panduannya*

(How if I provide it, Ma'am? I develop the activities and the guiding book.)

ET : *Wah, bagus itu mbak. Sangat membantu biar anak-anak tidak bosan. Kalau bisa dikasih kalimat sederhana yang dipakai ya mbak, saya masih suka bingung, hehehehe.*

(That's great. It's very helpful to avoid the children's boredom. You can provide it with simple expression because sometimes I still confuse)

R : *Oh'ya bu, nanti saya buat dengan kalimat yang biasa digunakan. Bagaimana kalau semua instruksinya pakai bahasa Inggris.*

(Oh' Yes ma'am, I'll make it with the daily expressions. How if all the expressions are in English?

ET : *Ya, yang penting perintahnya jangan terlalu banyak, bahasanya sederhana saja biar gampang diingat. Ada gambar yang mendukung to mbak?*

(Yes, the important things are do not use many instructions, use simple expressions so that I can remember it easily, hehe. It will use pictures that supported right?

R : *Ya bu. Nanti akan saya kembangkan. Saya juga akan membagikan angket untuk orang tua murid. Maaf bu, disini saya minta bantuannya ya bu untuk membagikannya. Nanti setelah itu saya kembangkan kegiatannya.*

(Yes ma'am. I'll develop it. I will distribute the questionnaires for the parents. Later, may I ask for your help to distribute the questionnaires to the parents? Next, I'll use the result to arrange appropriate activities for children.)

ET : *Iya gak papa. Yang jelas untuk segala sesuatunya baik jenis kegiatan, media, ataupun panduan yang akan dibuat saya serahkan ke mbak ya. Panjenengan kan seharusnya lebih banyak tahu. Cuma kalau boleh saya usul tema yang akan dipilih itu melibatkan angka, tumbuhan dan binatang. Satu obyek aja untuk satu tema biar lebih spesifik.*

(Yes, it's OK. However, it is up to you about the activities, media, or the guiding book that you'll design. You should know it better. If I could suggest, you can pick a number, plant and animal as the theme. Use one object for one theme to make it more specific.

R : *Baik bu, nanti saya buat. Terimakasih ya bu atas wawancara dan bantuannya. Karena sudah cukup, saya mohon pamit.*

(Ok, Ma'am. I'll make it later. Thank you for the interview and your help ma'am. I think it's enough. I'll take a leave now.

ET : *Oh, ya, sama-sama mbak* .

(Oh, you're welcome mbak.)

R : *Assalamu'alaikum*

ET : *Wa'alaikumsalam*

Interview 2

The Try Out Of the First Activity

Saturday, 28th June 2014

R : *Assalamualaikum. Permisi bu, Saya mau tanya tentang kegiatan tadi bu.*

(Assalamualaikum. Excuse me ma'am, I want to ask you about the activities)

ET : *Walaikumsalam. Ya, tentu saja mbak, silahkan duduk.*

(Walaikumsalam. Yes, of course, please have a sit.)

R : *Terima kasih. Bagaimana menurut ibu tentang kegiatan yang baru saja dilaksanakan?*

(Thank you. What do you think about the activities that have been done?)

ET : *Sudah bagus mbak. Sudah menarik dan bervariasi. Dari mengenalkan angka, ditambah ada variasi membedakan permukaan bentuk angka, dan permainan sangat menyenangkan. Anak-anak juga terlihat senang dan bersemangat sekali. Mungkin karena ini baru buat mereka.*

(The activities are good. They are interesting and varied. It is very please to introduce the number, differentiated the surfaces, and games. The children are very happy and enthusiast. Maybe it's new for them.)

R : *Kalau yang ibu rasakan saat mengampu mereka bagaimana bu?*

(What do you feel when guiding the children?)

ET : *Yang jelas lebih enteng saya ngajarnya mbak, jadi lebih siap dan terarah juga. Meskipun kita tadi berkolaborasi ngajarnya, hehe.*

(It is easier, well-prepared, and guided although we were collaborated in teaching.)

R : *Iya bu, hehe. Kalau medianya bagaimana bu?*

(Yes maa'am. What about the media?)

ET : *Secara keseluruhan sudah bagus, sudah menggunakan media yang aman untuk anak. Mungkin ukuran kartunya bisa diperbesar mbak terutama yang pakai kertas pasir, biar anak lebih lama merabanya. Untuk permainannya juga , bola yang digunakan warna warni jadi lebih menarik.*

(Generally the media are good. They were used the media the media that save for children. May be for the cards, you can make it bigger, especially for the sand paper cards in order the children can touch it longer. For the games too, the balls are colorful so they were interesting.)

R : *Bagaimana dengan bahasanya bu?*

(What about the language mam?)

ET : *Bahasanya simple mbak, mudah dipahami dan jelas.*

(The languages are simple, understandable, and clear.)

R : *Apa ibu menemui kesulitan dengan ekspresinya?*

(Do you find any difficulties about the expressions?)

ET : *Sebenarnya tidak ada masalah mbak, Cuma ada yang salah ngucapinnya tadi, hehe.*

(Actually there was no problem. I only mispronounce it, hehe.)

R : *Iya bu, panjenengan terlalu bersemangat, hehe.. tapi anak-anak paham kan bu?*

(Yes ma'am. You are too enthusiast. Hehe...but the children were understood, right?)

ET : *Hehe.. iya mbak, maklumlah ini kegiatan baru untuk anak-anak juga saya.*

(Hehe, it was new activity for me and for the children.)

R : *Ya bu. Bagaimana dengan respon anak-anak bu? Apakah mereka kesulitan menerima materinya?*

(Yes ma'am. What about the children's responses? Are they could accept the material?)

ET : *Sepertinya tidak ada masalah. Mereka paham dengan instruksi yang saya berikan dalam setiap kegiatannya.*

(They were not found any difficulties. They understood all the instruction given in each activity.)

R : *Apakah kegiatan yang dikembangkan sudah sesuai dengan tujuan dan karakteristik anak?*

(What about the developed activities are they suitable with the aim and the children's characteristics?)

ET : *Saya rasa sudah cukup bagus mbak. Kegiatannya sudah sesuai dengan tahapan dan karakter anak. Melatih motorik kasar dan halus anak juga kognitifnya. Mereka jadi lebih bersemangat belajar bahasa Inggris jadinya.*

(I think that was quite good enough. The activities were suitable with the children stages and characteristics. It trained their fine and gross motor skills, also their cognitive skill. They became more enthusiasts in learning English.) :

R : *Ya bu. Bagaimana dengan buku panduannya. Apakah ada yang perlu saya perbaiki?*

(Yes ma'am. What about the guiding book? Should I revise it?

ET : *Sepertnya untuk ukurannya bisa diperkecil. Misal saya lupa jadi gampang nyarinya. Untuk gambarnya juga bisa diganti dengan foto aslinya biar lebih menarik.*

(It seem that you can resize the book became smaller. If I'm forgetting, I can find it easily. You also can change the picture with the real one. It will be more interesting.)

R : *Baik bu. Nanti saya ganti. Mungkin itu saja yang saya tanyakan. Terimakasih atas saran dan kerja samanya.*

(Ok ma'am. I'll change it later. Maybe that's all that I want to ask you. Thank you for your suggestions and your cooperation.)

ET : *Ya mbak, sama-sama*

(OK, you're welcome.)

R : Assalamualaikum

ET : Waalaikumsalam.

Interview 3

The Tryout of the Second Activity

Saturday, 5th July 2014

R : *Assalamualaikum. Permissi bu, mau tanya tentang kegiatan hari ini.*

(Assalamualaikum. Excuse me, Ma'am. I want to ask you about the activities)

ET : *Waalaikumsalam. Ya mbak, silahkan.*

(Waalaikumsalam. Yes, please.)

R : *Bagaimana dengan kegiatan hari ini bu?*

(What about this day activities ma'am?)

ET : *Alhamdulillah lancar kok mbak. Meski tadi saya minta bantuan mbak buat jadi peraga, hehe. Tapi secara keseluruhan bagus.*

(Alhamdulillah It worked well although I asked you be my model, hehe. However in general were good.)

R : *Bagaimana perasaan ibu saat mengampu tadi?*

(How did you felt when you teach?)

ET : *Yang jelas lebih tertata. Semalam lembur ngapalin lagunya, hehe tapi saya ngapalinnya sambil praktek jadi cepat hafal. Untuk lagu saat energizer juga diulang lagi jadi anak-anak mulai bisa. Kelihatannya sederhana tapi menyenangkan ya, hehe.*

(Well organizer absolutely. Last night I learnt the lyrics by practicing the actions so I can remember it well.)

R : *Iya bu, hehe...bagaimana dengan respon anak-anak?*

(Yes Ma'am, hehe.What about the children's responds?)

ET : *Mereka cepat nangkepnya kok mbak. Lagu dan gerakannya mudah dimengerti Mereka keliatannya seneng banget. Bisa nyanyi sambil menirukan gerakan. Selain itu, mereka mengamati langsung bagian tumbuhan, juga belajar menanam benih. Ini juga mengajarkan science ke mereka. Panca indera mereka juga ikut terlatih. Bagus sekali mbak.*

(They are quick parts of these materials. The song and the action were also understandable. They seem very happy. They can sing the song and do the actions. Moreover, they can observe the part of plant and learn how to plant the seeds. It thought them a science too. Their sense also trained well. That's great)

R : *Terimakasih bu, Bagaimana dengan media yang digunakan?*

(Thank you Ma'am, what do you think about the media?)

ET : *Ya , pilihan menggunakan realia saya rasa sangat bagus. Anak-anak jadi lebih mudah paham. Mereka jadi lebih mencintai lingkungan sekitarnya. Untuk alat menggali juga tidak berbahaya dan mudah ngawasannya. Meski gak semua anak dapet satu-satu tapi mereka bisa sabar nunggu giliran. Untung tadi mbak Eny juga ikut membantu, hehe. Ada baiknya juga sih, saya jadi gampang nilai pemahaman anaknya, hehe. Besok saya usulkan ke kepala sekolah biar ditambah alat berkebunnya juga lahan untuk praktek berkebunnya mbak, hehe.*

(Yes. The choice to used realia is very good. The children were easier to understand the material. They became love their environment. The digging tools were safe and I can supervise them well. Although not all the children get the tools but they could be patient waiting for their turn. My fortune there were you miss. Eny, hehe. Actually I got a provit of it. I can observe and evaluate their understanding, hehe. I'll ask the headmaster to add more gardening utilities and gardening area for the children, hehe.)

R : *Ya bu, moga terwujud, hehe. Kalau segi bahasanya bagaimana bu?*

(Yes ma'am. What about the language ma'am?)

ET : *Sepertinya gak ada masalah mbak. Gampang dimengerti kok. Kosakatanya juga gak terlalu banyak, cukup untuk anak-anak.*

(It seems that there were no problems. It was understandable. The numbers of the vocabularies are enough for the children.)

R : *Menurut ibu apakah kegiatan hari ini sudah sesuai dengan tujuan yang akan dicapai*

(Do you think that the activities are suitable with the goal?

ET : *Ya mbak. Kegiatannya sudah sesuai dengan usia anak. Mendengarkan dan melakukan perintah juga ada di menu generik. Motorik mereka juga terlatih.*

(Yes, the activities are suitable with the children ages. Listen and do the instruction are also in generic menu from the government so they are so relevant. Their motor skill also developed well.)

R : *Bagaimana dengan panduannya bu?*

(How is the guiding book, ma'am?

ET : *Sudah bagus. Mungkin sama seperti yang kemarin, bisa dibuat lebih kecil ukurannya.*

(It's good, maybe like the previous one. I prefer to have a smaller one.)

R : *Baik bu, nanti saya revisi lagi. Mungkin ada masukan lainnya bu?*

(Ok ma'am. I will revise it again. Maybe you have any suggestions ma'am?

ET : *Saya rasa cukup mbak.*

(I think it's enough)

R : *Ya bu, terimakasih banyak. Saya mohon pamit bu. Assalamualaikum.*

(Ok ma'am. Thank you very much. Ma'am. Assalamualaikum.

ET : *Ok, Waalaikumsalam.*

Interview 4

The tryout of the third activity

Saturday, 12th July 2014

R : *Assalamualaikum. Selamat siang bu, bisa saya wawncara sebentar?*

(Assalamualaikum Ma'am. Good afternoon ma'am. Could I have an interview?)

ET : *Waalaikumsalam. Siang mbak. Mau tanya soal kegiatan tadi ya?*

(Waalaikumsalam. Good afternoon. Do you want to know about the activity, right?)

R : *Iya bu, hehe. Bagaimana tanggapan ibu tentang kegiatan tadi?*

(Yes ma'am. What is your opinion about the activities?)

ET : *Bagus mbak. Menarik kegiatannya. Anak-anak sangat senang apalagi kalau diajak jalan jalan seperti tadi, hehe. Untuk kegiatan menggambarnya juga mudah diikuti anak-anak. Mereka paling suka kalau mewarnai. Jadi saya rasa sudah bagus mbak.*

(It's good miss. The activities are interesting. The children very happy if they asked to walked around. For the drawing activity is also understandable. Children loves coloring. So, I think there is no problem related with the activities.)

R : *Baik bu. Kalau medianya bagaimana bu? Ada yang kurang tidak bu?*

(Ok ma'am. What about the media ma'am? It is enough or I should add more?)

ET : *Tidak mbak. Penggunaan realia itu sudah cukup mewakili. Itu media yang paling tepat untuk anak.*

(No Miss. the used of the realia or real object is representing enough. It is the most appropriate media for the children.)

R : *Ya bu. Bagaimana menurut ibu tentang aspek bahasanya?*

(Yes ma'am. What do you think about the language aspect?)

ET : *Sudah bagus mbak.*

(It's good)

R : *Apa kegiatannya sudah sesuai dengan tujuan yang akan dicapai?*

(Are the activities suitable with the goal?)

ET : *Iya mbak. Sudah sesuai kok. Kegiatannya sesuai dengan perkembangan anak. Melatih motorik halus dan kasar mereka. Sebenarnya ini juga melatih mereka dalam membaca symbol, mendengarkan perintah, perkembangan awal menulis juga cara mengucapkan kata yang benar. All in one- lah mbak, hhe.*

(Yes Miss. it has appropriate. The activities are suitable with the children's development stages. It trained their reading skill in reading a symbol, listen an instruction, their early stage of writing and also trained their pronunciation.

R : *Iya bu. Kalau dari buku panduannya bu?*

(Yes Ma'am. What about the guiding book?)

ET : *Sudah cukup bagus. Perintahnya jelas. Langkah-langkah dalam menggambar juga dapat diikuti anak. Meski tadi anak-anak terlalu bersemangat jadinya agak semrawut ya dan akhirnya mbak Eny ikut membantu tadi, hehe. Untuk selanjutnya, akan lebih baik dan lebih tertata lagi. Jangan lupa dikecilkan lagi ya ukurannya.*

(It is good enough. The instructions are clear. The children can follow the steps in drawing activity although they too enthusiast so the atmosphere became so crowded. Then, finally Miss Eny helps me, hehe. Next, it will be better and well organized. Do not forget to resize the book in a smallernone.

R : *Iya bu, hehe...tapi selain itu apa ada masalah lain yang ibu temui?*

(Yes ma'a. .but beside that problem, is there any problem mam?)

ET : *Tidak ada kok mbak, Saya rasa cukup mbak*

None, I think it is enough.

R : *Baik bu kalau begitu terima kasih banyak untuk interviewnya. Selamat siang. Assalamualaikum.*

(Ok ma'am. Thank you for the interview. Good afternoon. Assalamualaikum.

ET : *Ok. Waalaikumsalam.*

APPENDIX F

FIRST DRAFT

TEACHER'S GUIDE BOOK

DEVELOPING APPROPRIATE ACTIVITIES FOR CHILDREN



By

Eny Daliana Ismiyati

07202249002

TEACHER'S GUIDE BOOK

NUMBERS

1 2 3 4 5 6 7 8 9 10

one two three
four five six
seven eight nine ten

OBJECTIVES:

Language Focuses : Following Instructions.

Recognizing and imitating the symbol of the numbers.

Content Focuses : Developing gross motor skill (physical co-ordination) and cognitive skill (mention numbers 1 to 10).

Indicators:

1. Children are able to respond to the teacher's instructions.
2. Children are able to mention the numbers 1 to 10.
3. Children are able to do the action in the game.
4. Children are able to recognize the symbol of number.
5. Children are able to imitate the form of the number.



Descriptions: The children play number games based on the teacher's instructions.

Media : smooth number cards, rough number cards, balls and basket.

Activities :

1. Mention the numbers 1 to 10.
2. Differentiate the smooth and rough surfaces.
3. Playing a *give me a number* game.
4. Playing *Simon says* game.

Vocabulary : one, two three...ten, jump, hop, move, balls, basket, outside, steps, backward, forward, left, right, louder, claps, circle, line.

Time prediction: 3 hours



1. ENERGIZER (8.00-8.30)

Circle Time

The teacher leads for an energizer. The children are asked to make a big circle by holding hands. The teacher and the children sing some songs and move together. The songs which can be used are: *make a big circle, 1 2 3, 1 2 3 jump, up and down, open shut them, and little finger*. The songs lyrics are in the appendix. The expression that can be used are:



Everybody let's go outside.

Steps forwards!

Take your steps backward.

Let's make a big circle.

Hold your friend's hands, please

Let's holding hands together.

Let's sing a number song.

Lauder please.

Very good.



Snack Time (8.30- 9.00)

After doing energizer, the children are asked to wash their hands and have a snack. The expressions that can be used are:



- * Wash your hands.
- * Make a line and wash your hands.
- * Please take your turn.
- * Save the water, please.

The teacher has prepared the snack and tea. Before the children enjoy their snack, the teacher sings some songs entitle *sit down please*, *can you sit down*, and *I like cookies*. The songs lyrics are in the appendix. Next, the teacher leads to have a prayer before eating. The expression that can be used are:

- * Be quiet, please.
- * Sit down please.
- * Please stop talking now.
- * Let's raise our hands and pray.



After that, please the children to enjoy their snack. The expressions that can be used are:

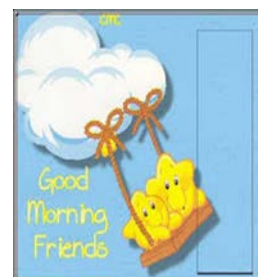


- * Enjoy your snack.
- * Eat it up, please.
- * Hmm, yummy.
- * Clean your mouth.
- * Throw the trash on the trash can, please.

When children have finished their snack, the teacher asked them to be quite and prepare to have a short prayer after eating. Next, the teacher asked the children to have a toilet training and come to the class room.

2. OPENING ACTIVITY (9.00-9.30)

After having energizer and snack time, the children are enter the class room. They are asked to sit down on the carpet which have been set in a U shape.



a. Greeting

Here, the teacher sings some songs entitle *good morning our teacher, good morning song, hello hello and how are you*. The songs can be seen in the appendix. Next, the teacher greets the children.

Good morning children.



Good morning Miss.



How are you today?



I'm fine too, thank you.

Fine, thank you, and you?



b. Praying

The teacher leads for a short prayer.

Before we start our lesson let's have a short prayer, shall we.

Let's raise our hands and pray.

**c. Registration**

The teacher checked the children's attendances. The possible expressions are:

- * Let's take the register.
- * Let's check to see who is here.
- * Who is absent today?
- * Who isn't here today?
- * Remember to answer "present".
- * No one absent today?

d. Introducing the theme

As the warming up, the teacher sing a song entitled 1 2 3. The teacher uses fingers to model the numbers. Then, the teacher introduced the theme. The teacher explained about the number 1



to 10. Support the explanation with gestures and facial expressions. The teacher mentions the number and children asked to follow. Repetition is needed. The possible expressions that can be used are:

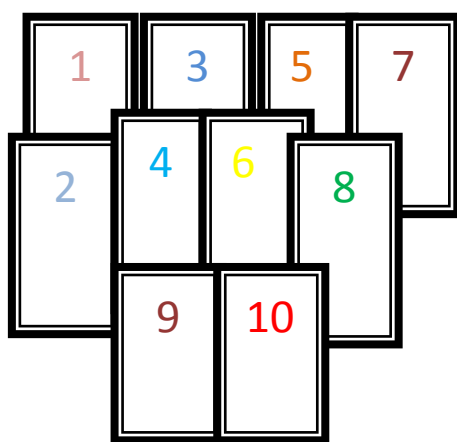


1 2 3 4 5
6 7 8 9 10

- ☺ Are you ready to start?
- ☺ I have a number.
- ☺ Do you know what number it is?
- ☺ This is one- two...ten.
- ☺ Please repeat after me.
- ☺ Say it together.
- ☺ Great.
- ☺ Very good.
- ☺ Excellent.

Use flash card of number to build children's understanding.

1) Smooth surfaces flash card

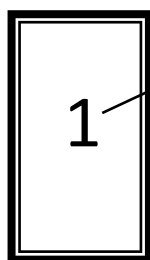


The teacher explains the numbers one by one. Then, asks the children to mention the numbers in random and show the cards. The teacher also asks the children to touch and feel the number.

The possible expressions that can be used:

- What number is it?
- Say it louder.
- Touch the number.
- Can you touch the number?
- What do you feel?
- Is it rough?
- Is it smooth?
- The surface is smooth.

2) Rough surfaces flash card



The number is made by sandpaper.

The teacher shows the card and asks the children to touch it. In order they can imagine the form numbers. After the children feel and touch the number, ask them to close their eyes and imagine the form of the number. Ask them to imagine writing the number too.

The possible expressions that can be used are:

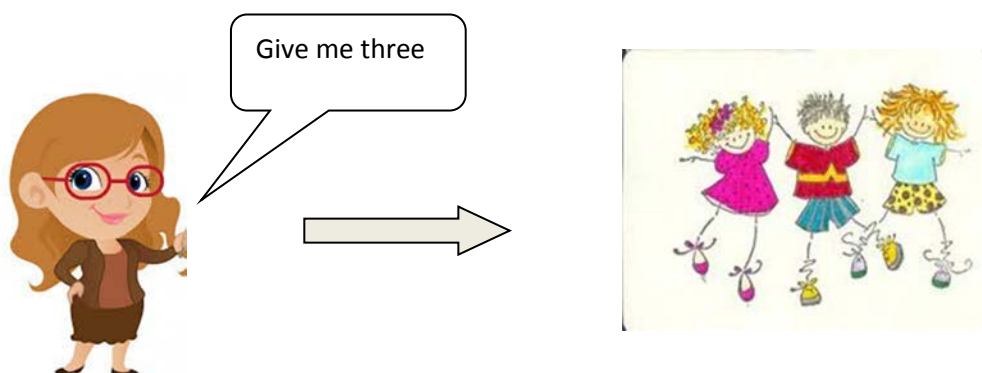
- Touch the number.
- What do you feel?
- Is it rough?
- Is it smooth?
- The surface is rough.
- Close your eyes and imagine writing the number.
- Pretend that you make the number.
- Try again.
- Great.
- Very good.

3. MAIN ACTIVITY (9.30-11.00)

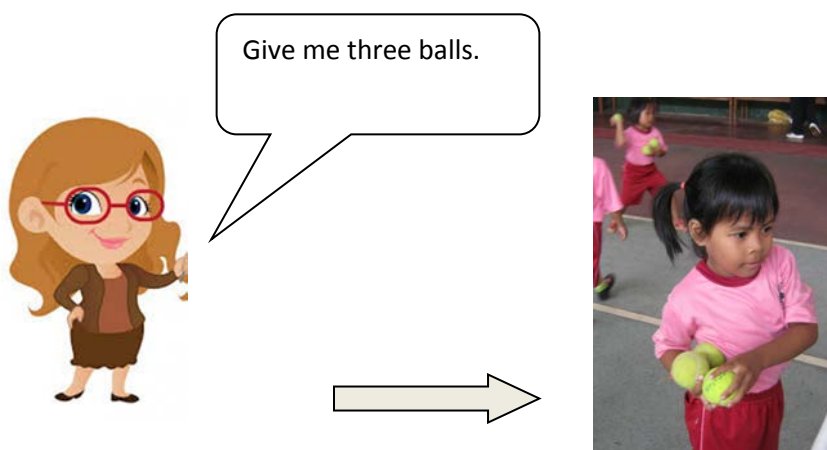
This activity is an outdoor activity. The children are asked to make a line and go outside the class. First, the teacher asked the children to sing *five little duck* in a circle. The songs lyrics are in the appendix. Then, the teacher explained the rule and give the example of the activity.

a. Give me the number

The teacher explained the rule of the game. For example, if the teacher asked the children to give her the number that she said, then they have to looking for their friends and making that suitable with the teacher want.



The teacher can improve the instruction. The use of media like balls can be added. For example, the children asked to collect the ball based on the teacher's instruction. Said the number in random. For example, if the teacher said " give me three balls" then the children collect three balls and submit it to the teacher.



b. Simon says game

In this game, the children stand facing the teacher in a large semi circle with enough space to move comfortably. The teacher call out a command such as simon says: jump up three times. Here, the children must do what the teacher said, if they do wrong , they will out. The key word is "Simon says" or replaced by the teacher's name. If the teacher does not say "Simon says", so the children must keep still, if they move they are out. Teacher can used many instructions deal with number.

Simon says, jump
up three times.



The possible expression that can be used are:

- Let's play outside
- Let's make a big circle.
- Give me one/two/three...
- Give me three claps.
- I have a ball.
- There are many balls in the basket.
- Give me two balls, etc.
- Are you ready?
- Do you get the point?

Simon says...

- Jump up three times.
- Count the balls in my hands.
- Throw me three balls,
- Collect the balls.
- Make a group of three.
- Hop two times.
- Tidy the balls.

3. CLOSING ACTIVITY

In this session, the activities are evaluation, praying, and saying good bye.

a. Evaluation

The teacher evaluated the activity by asking the children about the activities that they did in the previous session. The teacher also review the vocabularies of the day.

The possible expression that can be used are:

- ☺ What did we do today?
- ☺ What number is it?
- ☺ Who can sing the songs?
- ☺ Who enjoyed the games?
- ☺ Are you happy today?



b. Praying

Next, the teacher closed the meeting by short prayer.

Before we go home, let's pray together.

Let's raise our hands and pray.



c. Saying good bye

It is the end of the class. The teacher closed the lesson. Next, the teacher sing good bye songs entitle *goodbye* and *come on let's go*. The song lyric is in the appendix. he expressions that can be used are:

- Ok, that's all for now.
- Well, its time to say goodbye.
- Let's sing goodbye song.
- Make a line to say goodbye.
- Please shake hands with your friends
- Good bye children.
- See you tomorrow.



TEACHER'S GUIDE BOOK

PLANT



PLANTING TIME

OBJECTIVES:

Language Focuses : Following Instruction / planting

Content Focuses : Developing gross motor skill (physical co-ordination) and fine motor skill (eye and hands coordination).

Indicators:

1. Children are be able to understand to the teacher's instruction.
2. Children are be able to sing and say some words in the action song.
3. The children are being able to use their sense (see, smell, touch).
4. Children are be able to mention some vocabularies about plant.



Descriptions: The children do an action song and practice it with the real objects.

Media : soil, plants, seeds, shovel, and watering can.

Activities : 1. Sing a planting song.

2. Observe, smell, and touch the plant

3. Do an action song.

3. Planting

Vocabulary : plant, soil, fertile, shovel,
watering can, seed, root, stem,
branch, leaf, flower.

Time prediction: 3 hours



1. ENERGIZER (8.00-8.30)

Circle Time

The teacher lead for energizer. The children asked to make a big circle by holding hands. Then,time to sing and movement game. The songs titles are: *planting time, seeds* , and review the songs from the previous meeting.The songs are in the appendix. The expressions that can be used are:

- ♣ Come on here!
- ♣ Let's make a big circle.
- ♣ Lets holding hands together.
- ♣ Let's sing the song and follow me.
- ♣ Let's sing together
- ♣ Move your body.
- ♣ Follow me.
- ♣ Louder, please.
- ♣ Very good.



Snack Time

After doing energizer, the children are asked to wash their hands and get ready to for snack time.



The possible expressions that can be used are:

- ♠ Wash your hands.
- ♠ Make a line and wash your hands.
- ♠ Please take your turn.
- ♠ Save the water, please

The teacher has prepared the snack and tea. Before the children enjoy their snack, the teacher sing songs entitle *sit down please, can you sit down, and I like cookies*. The songs lyrics are in the appendix. Next, the teacher leads to have a prayer before eating. The expression that can be used are:



- ♠ Enjoy your snack.
- ♠ Sit down please.
- ♠ Eat it up, please.
- ♠ Don't make a noise.
- ♠ Hmm, yummy.
- ♠ Clean your mouth.
- ♠ Throw the trash on the trash can, please.
- ♠ Thank you.

When children have finished their snack, the teacher asked them to be quite and prepare to have a short prayer. after eating. Next, the teacher asked the children to have a toilet training and come to the class room.



2. Opening Activity (9.00-09.30)

After having energizer and snack time, the children entered the class room. They are asked to sit down on the carpet which have been set in a U shape.

a. Greeting

Here, the teacher sing *good morning our teacher, good morning song, hello hello and how are you song*. The songs lyrics are in the appendix. Next, the teacher greets the children.



Good morning
children.

How are you
today?



Good morning
Miss

I'm fine
thank you,
and you?

b. Praying

The teacher leads for a short prayer.

Before we start
our lesson, let's
pray together,



Please raise your hands
and pray,

c. Registration

Then, the teacher checked the children attendants The possible expressions are:

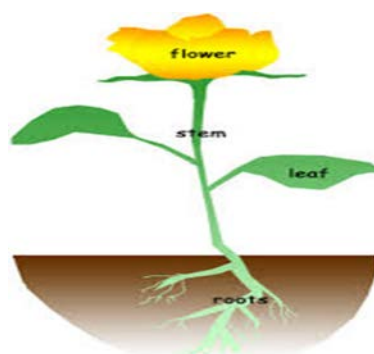
- * Let's take the register.
- * Let's check to see who is here.
- * Who is absent today?
- * Who isn't here today?
- * Remember to answer "present".
- * No one absent today?

d. Introducing the theme

As the warming up, the teacher songs entitled *planting time* and *seeds*.

Next, the teacher start introduced the material. First, the teacher delivered the part of the plant using a realia or real plant that consist of root, stem, branch, leaf, and flower. Show it to then children and explain part of the plant. The possible expressions that can be use are:

- ♣ I have a plant.
- ♣ The plant consist of ...
- ♣ This is roots.
- ♣ This is flower.
- ♣ Can you smell the flower?
- ♣ Can you touch the leaf?
- ♣ What is this?
- ♣ Yes, that's right.



It has a purpose that the children can used their senses to observe and touch, and smell the flower. Second, the teacher explains how plant grow whether it come from seeds or stem. Show the example of the seeds. Next, the teacher repeats the vocabularies deal with part of the plant's body again. Mention the vocabularies loud and clear, so the children can understand well. Next, the teacher asked the children to sing the *planting time* song to close this session.



3. Main Activity (9.30-11.00)

a. Let's Sing the Song

This session is for the action song. First, the children asked to go to the garden.



- Do you like gardening?
- Let's go outside.
- Make a queue.
- Make a line, please.
- Put on your shoes.
- Let's go to the garden.

Next, the children asked to go to the garden. The teacher sing *planting time* with mimic and gesture that appropriate with the song. Sing in phase and repeat the song. Below is the lyric of the song.

PLANTING TIME

Dig, dig, dig the earth
Then you plant your
seeds
A gentle rain
And bright sunshine
Will help your flowers
grow

The possible expressions:

- Are you ready?
- Let's sing the song.
- Follow me.
- Repeat after me.
- Move your body.
- Very good.
- Once again.
- Louder, please.
- Ok so far?



b. Let's do the action song

Next, the children are asked to sing the song with the action. Below is the lyric of the action song.

PLANTING TIME

Dig, dig, dig the earth
(make digging motion)

Then you plant your seeds
(pretend to drop seeds)

A gentle rain
(Flutter fingers down)

And bright sunshine
(Circle arms above head)

Will help your flowers grow
*(Hold one arm parallel to ground and
move other arm up behind it with
fingers extended to represent a
flower growing)*



c. Planting Time

In this session, the children are asked to implement the song by planting a real seeds. The teacher prepared the media and the equipment used to plant a tree. Here the possible expression that can be used:

- ♣ Ok, are you ready?
- ♣ Can you do that?
- ♣ Let's do the action.
- ♣ Louder, please.
- ♣ Very good.
- ♣ Dig the earth.
- ♣ Spread the seeds.
- ♣ Watering the seeds.
- ♣ Good job.
- ♣ Excellent.



4. Closing Activity

a. Evaluation

In this session, the teacher evaluated the activity by asking the children about the activities that they did in the previous session. The teacher also repeat the vocabularies of the day using gesture to express the words. The possible expressions that can be used are:



- ☺ What did we do today?
- ☺ What the English for *bunga*?
- ☺ Who can sing the songs?
- ☺ Who did the action?
- ☺ Who joined the activities?
- ☺ Who planted the seeds?
- ☺ Are you happy today?

b. Praying

Next, the teacher leads for prayer.

Before we go home,
let's pray together.

Let's raise our hands and pray.



c. Saying good bye

It is the end of the class. The teacher closed the lesson. Next, the teacher sing good bye songs entitle *goodbye* and *come on let's go*. The song lyric is in the appendix. he expressions that can be used are:

- Ok, that's all for now.
- Well, its time to say goodbye.
- Let's sing goodbye song.
- Make a line to say goodbye.
- Please shake hands with your friends
- Good bye children.
- See you tomorrow.



TEACHER'S GUIDE BOOK

BEAUTIFUL FISH



LET'S DRAW AND COLOR ACTIVITY

OBJECTIVES

Language Focus : Following Instructions

Other Skills : Developing fine motor skill (hand and eye co-ordination)

Indicators :

1. Children are able to respond to the teacher instructions.
2. Children are able to mention some vocabularies about animal (fish).
3. Children are able to do the action based instruction.
4. Children can draw a simple picture.
5. Children can make horizontal or vertical line, curve and circle.



Descriptions: The children draw and color a beautiful fish.

Media : Fish (realia/real object), white board, board marker, paper, crayon.

Activities : 1. Go to the fish shop.

2. Observe the fish.

3. Feeding the fish.

3. Draw and color a beautiful fish.

Vocabulary : fish, fins, eye, tail, scales, gills.

Time prediction : 3 hours



1. Energizer (8.00-9.00)



a. Going to the fish shop

In a set day, the children did not joined the circle time. The energizer replaced by go to the fish shop. They were asked to make a line and get prepared to go to the fish shop. The possible expressions that can be use are:



- ☺ Now, we are going to go to the fish shop.
- ☺ Have you gone to the fish shop?
- ☺ Do you want to watch the fish?
- ☺ Who want to join with me?
- ☺ Let's take a walk.
- ☺ Make a line, please.
- ☺ Let's go to the fish shop.
- ☺ Let's sing a little fish.
- ☺ Let's sing look at me

During the way to the fish shop, the teacher asked the children to sing *I am a little fish* and *look at me*. The songs lyric are in the appendix.

b. At the fish shop

1) Observe the fish

At the fish shop, the children are asked to observe the fish

- ☞ Come on here.
- ☞ Look at the fish.
- ☞ What do you see,
- ☞ It is a beautiful fish.
- ☞ What color is it?
- ☞ Look at the fins.



c. Feeding the fish

The teacher asked the children to feeding the fish.



- Can you feed the fish?
- Take your turn, please.
- Ok, thank you.



d. Back to school

Before the children are going back to the school, they are asked to make a line and make a queue in order they will get a fish for each child. After all the children get the fish, the next activity is return to the school.



The possible expressions that can be used are:

- ☺ Make a line please.
- ☺ Take your turn please.
- ☺ Who want to bring the fish home?
- ☺ Where is your fish?
- ☺ Ok, let's say good bye to the shopkeeper.
- ☺ Thank you.
- ☺ Good bye.
- ☺ Let's go back to the school.

Next, the children go back to the school. At the school, children are asked to keep the fish in and take a rest for a while.

Snack time (9.00-9.30)



After the children take a rest for a while, they are asked to wash their hands and enjoyed snack. The possible expressions that can be used are:



- * Wash your hands.
- * Make a line and wash your hands.
- * Please take your turn.
- * Save the water, please.

The teacher has prepared the snack and tea. Before the children enjoy their snack, the teacher sing songs entitle *sit down please*, *can you sit down*, and *I like cookies*. The songs lyrics are in the appendix. Next, the teacher leads to have a prayer before eating. The expression that can be used are:

- * Be quite, please.
- * Sit down please.
- * Please stop talking now.
- * Let's raise our hands and pray.



After that, please the children to enjoy their snack. The expressions that can be used are:

- * Enjoy your snack.
- * Eat it up, please.
- * Hmm, yummy.
- * Clean your mouth.
- * Throw the trash on the trash can, please.

When children have finished their snack, the teacher asked them to be quite and prepare to have a short prayer after eating. Next, the teacher asked the children to have a toilet training and come to the class room.

2. Opening Activity (9.30-10.00)

After having energizer and snack time, the children entered the class room. They are asked to sit down on the carpet which have been set in a U shape.

a. Greeting

Here, the teacher sing *good morning our teacher, good morning song, hello hello* and *how are you song*. The songs lyrics are in the appendix. Next, the teacher greet the children.

Good morning
children.



Good morning
Miss



How are you
today?



I'm fine too, thank
you.

I'm fine thank
you, and you?



b. Praying

The teacher leads for a short prayer.

Before we start our lesson let's have a short prayer, shall we.

Let's raise our hands and pray.



c. Registration

The teacher takes a register. . The possible expressions are:

- * Let's take the register.
- * Let's check to see who is here.
- * Who is absent today?
- * Who isn't here today?
- * Remember to answer "present".
- * No one absent today?

d. Introducing the theme

The teacher introduced the theme. The teacher asked the children about the previous activity at the fish shop. The teacher also sings *I am a little fish* and *look at me* songs. The song's lyrics are in the appendix. Next, the teacher asked questions to build the children understanding related with the theme. The examples of the questions are:

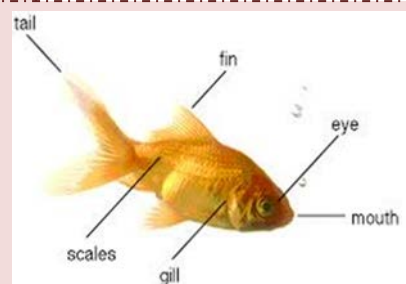
- ❖ Where did we go this morning?
- ❖ What do you see in that shop?
- ❖ Who's feeding the fish?
- ❖ Who touch the fish?
- ❖ What color are they?
- ❖ Who get the fish?



The teacher also explain about part of the fish body



- ☞ This is a fish.
- ☞ The fish have fins.
- ☞ This is scales.
- ☞ It has a tail like fin.
- ☞ It breathes by gills.
- ☞ It has two eyes.
- ☞ Repeat after me.

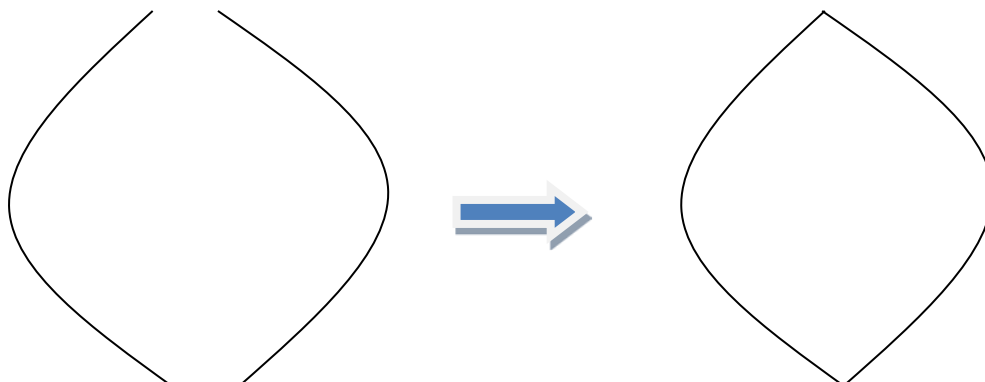


The children are asked to observe their own fish.

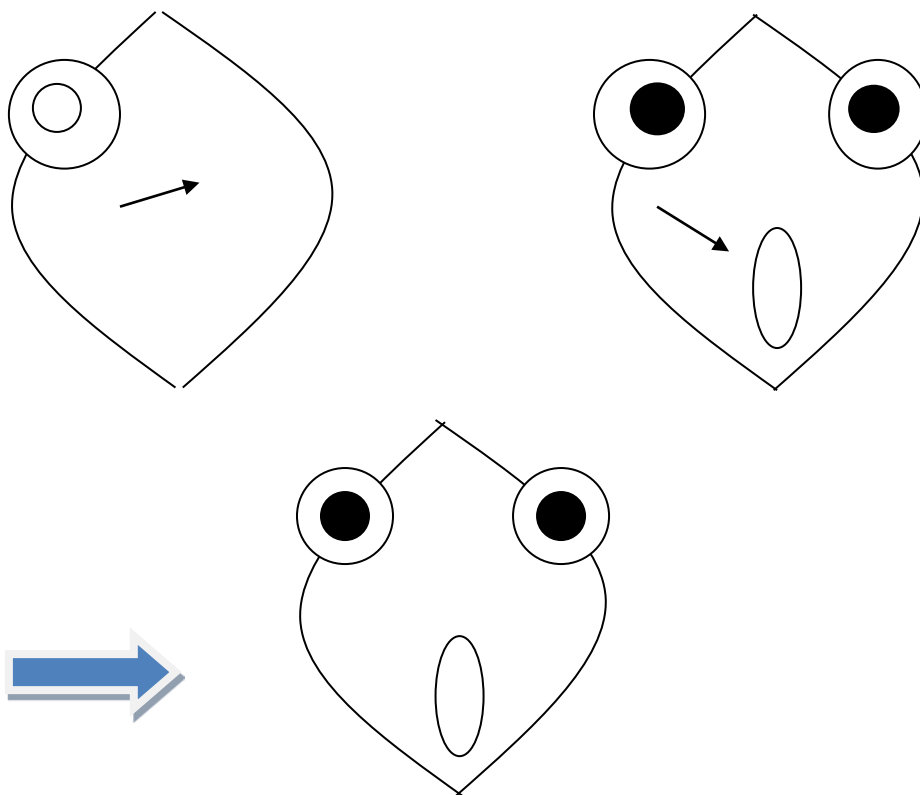
3. Main Activity (10.00-11.00)

The main activities are draw and color. The teacher prepared paper and crayon as the media and distributed it to the children. Next, the teacher gives an example about how to draw a fish. The children ask to draw a beautiful fish step by step based on the teacher's instruction.

Step 1. Draw 2 curved lines vertically and both curves are connected.

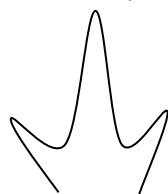


Step 2. Draw the fish's eyeballs. First, draw a circle and then draw a smaller circle on right and left side. Bold the smaller circle for the highlight of the eye. Then, draw the mouth by drawing an oval shape.



Step 3. Draw the fish's fins on the top , right and left sides.

Fins:



Top

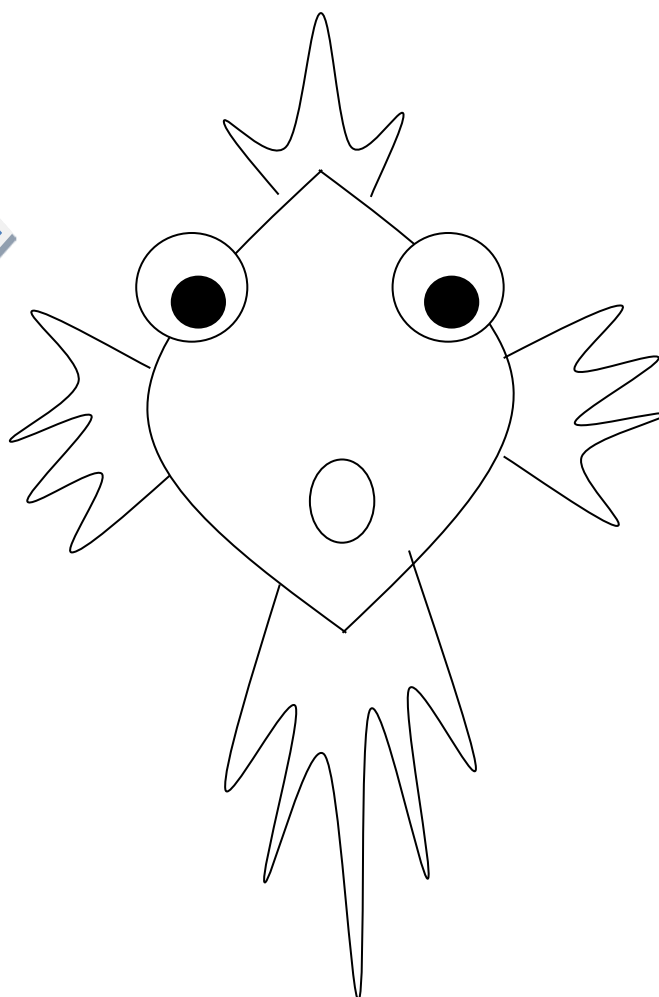
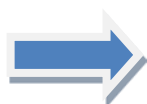


Left



Right

Tail :



From the last step it shown that the picture is finished. It is a funny fish which faced the children. Next, the children asked to color the picture.



4. Closing Activity (11.00-11.30)

In this session, the activities are evaluation, praying, and saying good bye.

a. Evaluation

The teacher evaluated the activity by asking the children about the activities that they did in the previous session. The teacher also review the vocabularies of the day using gesture to express the words.



The possible expressions that can be used are:

- ☺ What did we do today?
- ☺ Who joined the activities?
- ☺ Who draw a fish?
- ☺ Who coloring the fish?
- ☺ Are you happy today?

b. Praying

Next, the teacher closed the meeting by short prayer.

Before we go home, let's pray together.

Let's raise our hands and pray.



c. Saying good bye

It is the end of the class. The teacher closed the lesson. Next, the teacher sing good bye songs entitle *goodbye* and *come on let's go*. The song lyric is in the appendix. The expressions that can be used are:

- Ok, that's all for now.
- Well, its time to say goodbye.
- Let's sing goodbye song.
- Make a line to say goodbye.
- Please shake hands with your friends
- Good bye children.
- See you tomorrow.



LIST OF THE SONGS

1. Energizer's Songs

MAKE A BIG CIRCLE

Make a big circle 2X

Make a big circle

Make a big circle 2 x

Make a big circle

Come on come on

Make a big circle

Come on come on

Make a big circle

OPEN SHUT THEM

Open shut them 2 X

Turn around and bow

ONE TWO THREE JUMP

One two three jump!

Six seven eight nine ten jump!

1 2 3

One two three four five six
seven eight nine ten,

One two three, four five six,
Seven eight nine ten.

LITTLE FINGER

One little two little three
little fingers

Four little five little six little
fingers

Seven little eight little nine
little fingers

Ten fingers on my hands

UP AND DOWN

Up and down and shake shake
shake 2 x

Jump to the right and one two
three

Jump to the left and one two
three

FIVE LITTLE DUCK

Five little ducks went out one day
 Over the hills and far away
 Mama duck said, "quack, quack, quack, quack."
 But only four little ducks came back
 Four little ducks when out one day...
 (same with above lyric till one duck)
 No little duck went out one day
 Over the hills and far away
 Mama duck said, "quack, quack, quack, quack."
 And all five ducks came wedding back.

LOOK AT ME

Look at me, look at me
 I can swim like little fish
 Little fish 2X
 Swim, swim, like little fish

SEED

I'm a little seed in a dark, dark
 ground
 Out come the sun, yellow and round
 Down come the cool rain, soft and
 slow
 Up! The seed begins to grow.

I AM A LITTLE FISH

I am a little fish, I like to swim
 You can't catch me, cause i have fins
 When i swim pass my friends, i hear them say
 Stop your swimming and come and play!

2. The song that are used in having snack and opening session

SIT DOWN PLEASE

Sit down please 2x
Come on come on sit down please
Sit down please 2X
Come on sit down please

CAN YOU SIT DOWN

Can you sit down 2X
Yes I can 2X
Now I am sitting 2X
Can you see 2X

I like cookies

Cookies, i like cookies
Hot tea, hot tea
I like hot tea
Coz it's yummy yummy yummy
To my tummy tummy
Yummy yummy yummy to my tummy tummy

3. The songs which are used in opening activities

GOOD MORNING OUR TEACHER

Good morning our teacher

My friends and I am ready

Ready to learn and to study a lot of things with pleasure 2X

GOOD MORNING

Good morning to you 2X

Good morning everybody

Good morning to you

HELLO HELLO

Hello hello hello and how are you

I'm fine i'm fine

I hope that you are too

HOW ARE YOU

Hi how are you?...I'm fine

Hi how are you?

I'm fine, how are you?

I'm fine I'm fine thank you

4. The songs which are used in main activities

PLANTING TIME

Dig, dig, dig the earth
Then you plant your seeds
A gentle rain, And bright sunshine
Will help your flowers grow

5. The songs which are used in closing activities

GOOD BYE

Good bye to you 2X
Good bye dear teacher / my
friends

COME ON LET'S GO

Come on lets go
It's time to go home
Good afternoon , teacher see you soon
See you tomorrow 2X
Now I have to go
Syalala lalalalalalala

APPENDIX G

SECOND DRAFT

TEACHER'S GUIDE BOOK

DEVELOPING APPROPRIATE ACTIVITIES
FOR CHILDREN



By
Eny Daliana Ismiyati

TEACHER'S GUIDE BOOK

NUMBERS

1 2 3 4 5 6 7 8 9 10



one two three
one two three
four five six
seven eight nine ten

LET'S PLAY WITH NUMBERS

OBJECTIVES:

Language Focuses : Following Instructions.

Recognizing and imitating
the symbol of the
numbers.

Content Focuses : Developing gross motor
skill (physical co-
ordination) and cognitive
skill (mention numbers 1 to
10).



INDICATORS:

1. Children are able to respond to the teacher's instructions.
2. Children are able to mention the numbers 1 to 10.
3. Children are able to do the action in the game.
4. Children are able to recognize the symbol of number.
5. Children are able to imitate the form of the number.



Descriptions : The children play number games based on the teacher's instructions.

Media : smooth number cards, rough number cards, balls and basket.

Activities :

1. Mention the numbers 1 to 10.
2. Differentiate the smooth and rough surfaces.
3. Playing a *give me a number* game.
4. Playing Simon says game.

Vocabulary : one, two three...ten, jump, hop, move, balls, basket, outside, steps, backward, forward, left, right, louder, claps, circle, line.

Time prediction: 3 hours



1. ENERGIZER (8.00-8.30)

Circle Time

The teacher leads for energizer. The children are



asked to make a big circle by holding hands. The teacher and the children sing some songs and move together. The songs which can be used are: *make a big circle, 1 2 3, 1 2 3 jump, up and down, open shut them, and little finger*. The songs lyrics are in the appendix.

The expression that can be used are:

- ☞ Everybody let's go outside.
- ☞ Steps forwards.
- ☞ Take your steps backward.
- ☞ Let's make a big circle.
- ☞ Hold your friend's hands, please.

- ☞ Let's holding hands together.
- ☞ Lets sing a number song.
- ☞ Lauder please.
- ☞ Take your right.
- ☞ Very good.

Snack Time (8.30-9.00)

After doing energizer, the children are asked to wash their hands and have a snack. The expressions that can be used are:



- * Wash your hands.
- * Make a line and wash your hands.
- * Please take your turn.
- * Save the water, please.

The teacher has prepared the snack and tea. Before the children enjoy their snack, the teacher sings some songs entitle *sit down please*, *can you sit down*, and *I like cookies*. The songs lyrics are in the appendix.

Next, the teacher leads to have a prayer before eating. The expressions that can be used are:

- * Be quiet, please.
- * Sit down please.
- * Please stop talking now.
- * Let's raise our hands and pro



After that, please the children to enjoy their snack.
The expressions that can be used are:



- * Enjoy your snack.
- * Eat it up, please.
- * Hmm, yummy.
- * Clean your mouth.
- * Throw the trash on the trash can, please.

When children have finished their snack, the teacher asked them to be quiet and prepare to have a short prayer after eating. Next, the teacher asked the children to have a toilet training and come to the class room.

2. OPENING ACTIVITY (9.00-9.30)

After having energizer and snack time, the children are enter the class room. They are asked to sit down on the carpet which have been set in a U shape.

a. Greeting

Here, the teacher sings some songs entitle *good morning our teacher, good morning, hello hello* and *how are*

you. The songs lyrics are in the appendix. Next, the teacher greets the children.

Good morning children.



Good morning Miss.



How are you today?



Fine, thank you, and you?

I'm fine too, thank you.



b. Praying

The teacher leads for a short prayer.

Before we start our lesson let's have a short prayer, shall we.



Let's raise our hands and pray.

c. Registration

The teacher checked the children's attendances.

The possible expressions are:

- * Let's take the register.
- * Let's check to see who is here.
- * Who is absent today?
- * Who isn't here today?
- * Remember to answer "present".
- * No one absent today?



d. Introducing the theme

As the warming up, the teacher sing a song entitled 1 2 3. The teacher uses fingers to model the numbers. Then, the teacher introduced the theme. The teacher explained about the number 1 to 10. Support the explanation with gestures and facial expressions. The teacher mentions the number and children asked to follow. Repetition is needed. The possible expressions that can be used are:



- ☺ Are you ready to start?
- ☺ Let's play with number.
- ☺ Please count my fingers.
- ☺ This is one- two...ten.
- ☺ Please repeat after me.
- ☺ Say it together.
- ☺ Great/ very good/ excellent.

Use flash cards of numbers to build children's understanding.

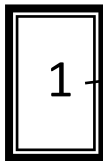
1) Smooth surfaces flash card

The teacher explains the numbers one by one. Then, ask the children to mention the numbers in random and show the cards. The teacher also asked the children to touch and feel the number. The possible expressions that can be used are:

- What number is it?
- Say it louder.
- Touch the number.
- Can you touch the number?
- What do you feel?
- Is it rough?
- Is it smooth?
- The surface is smooth.



2) Rough surfaces flash card



The number is made by sandpaper.

The teacher shows the card and asks the children to touch it. In order they can imagine and make the numbers. After the children feel and touch the number, ask them to close their eyes and imagine the form of the number.

Ask them to imagine writing the number too.



The possible expressions that can be used are:

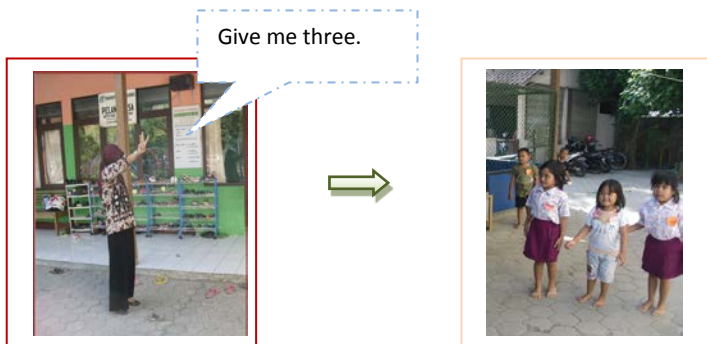
- Touch the number.
- What do you feel?
- Is it rough?
- Is it smooth?
- The surface is rough.
- Great.
- Close your eyes and imagine writing the number.
- Pretend that you make the number.
- Try again.
- Very good.

3. MAIN ACTIVITY (9.30-11.00)

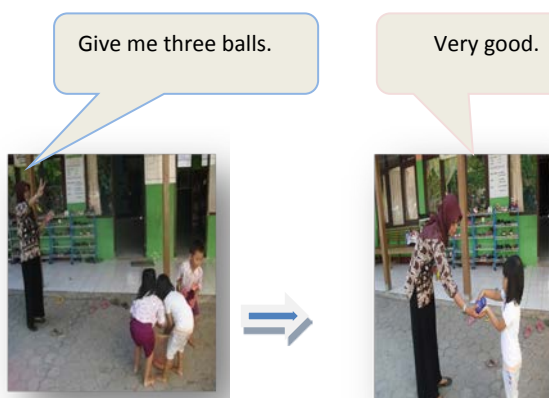
This activity is an outdoor activity. The children are asked to make a line and go outside the class. First, the teacher asked the children to sing *five little duck* in a circle. The songs lyrics are in the appendix. Then, the teacher explained the rule of and give the example of the activity.

a. Give me the number

The teacher explained the rule of the game. For example, if the teacher asked the children to give her the number that she said, then they have to looking for their friends and making a group that suitable with the teacher want.



The teacher can improve the instruction. The use of media like balls can be added. For example, the children asked to collect the ball based on the teacher's instruction. Said the number in random. For example, if the teacher said " give me three balls" then the children collect three balls and submit it to the teacher.



b. Simon says game

In this game, the children stand facing the teacher in a large semi circle with enough space to move comfortably. The teacher call out a command such as simon says: jump up three times. Here, the children must do what the teacher said, if they do wrong , they will

out. The key word is "Simon says" or replaced by the teacher's name. If the teacher does not say "Simon says", so the children must keep still, if they move they are out. Teacher can use many instructions deal with number.

Simon says, jump up three times.

Excellent!



The possible expression that can be used are:

- Let's play outside
- Let's make a big circle.
- Give me one/two/three...
- Give me three claps.
- I have a ball.
- There are many balls in the basket.
- Give me two balls, etc.
- Are you ready?
- Do you get the point?

Simon says...

- Jump up three times.
- Count the balls in my hands.
- Throw me three balls,
- Collect the balls.
- Make a group of three.
- Hop two times.
- Tidy the balls.

3. CLOSING ACTIVITY

In this session, the activities are evaluation, praying, and saying good bye.

a. Evaluation

The teacher evaluated the activity by asking the children about the activities that they did in the previous session. The teacher also review the vocabularies of the day.

The possible expression that can be used are:

- ☺ What did we do today?
- ☺ What number is it?
- ☺ Who can sing the songs?
- ☺ Who enjoyed the games?
- ☺ Are you happy today?



b. Praying

Next, the teacher closed the meeting by short prayer.

Before we go home,
let's pray together.



Let's raise our hands and pray.

c. Saying good bye

It is the end of the class. The teacher closed the lesson. Next, the teacher sing good bye songs entitle *goodbyeand come on let's go*. The song lyric is in the appendix. he expressions that can be used are:

- Ok, that's all for now.
- Well, its time to say goodbye.
- Let's sing goodbye song.
- Make a line to say goodbye.
- Please shake hands with your friends.
- Good bye children.
- See you tomorrow.



TEACHER'S GUIDE BOOK

PLANT



PLANTING TIME

OBJECTIVES:

Language Focuses : Following Instruction / planting

Content Focuses : Developing gross motor skill (physical co-ordination) and fine motor skill (eye and hands coordination).

INDICATORS:

1. Children are be able to understand to the teacher's instruction.
2. Children are be able to sing and say some words in the action song.
3. The children are being able to use their sense (see, smell, touch).
4. Children are be able to mention some vocabularies about plant.



Descriptions : The children do an action song and practice it with the real objects.

Media : soil, plants, seeds, shovel, and watering can.

Activities : 1. Sing a planting song.
2. Observe, smell, and touch the plant
3. Do an action song.

Vocabulary : plant, soil, fertile, shovel, watering can, seed, root, stem, branch, leaf, flower.

Time prediction : 3 hours



1. ENERGIZER (8.00-8.30)

Circle Time



The teacher leads for energizer. The children asked to make a big circle by holding hands. Then, time to sing and movement game. The songs titles are: *planting time*, *seeds*, and review the songs from the previous meeting. The songs are in the appendix. The expressions that can be used are:

- ♣ Come on here!
- ♣ Let's make a big circle.
- ♣ Lets holding hands together.
- ♣ Let's sing the song and follow me.
- ♣ Let's sing together
- ♣ Move your body.
- ♣ Follow me.
- ♣ Louder, please.
- ♣ Very good.



Snack Time

After doing the energizer, the children are asked to wash their hands and get ready to for snack time.



The possible expressions that can be used are:

- ♠ Wash your hands.
- ♠ Make a line and wash your hands.
- ♠ Please take your turn.
- ♠ Save the water, please

The teacher has prepared the snack and tea. The songs which can be used are: *sit down please*, *can you sit down*, and *I like cookies*. The songs lyrics are in the appendix. Next, the teacher leads to have a prayer before eating. The expressions that can be used are:





- ♠ Enjoy your snack.
- ♠ Sit down please.
- ♠ Eat it up, please.
- ♠ Don't make a noise.
- ♠ Hmm, yummy.
- ♠ Clean your mouth.
- ♠ Throw the trash on the trash can, please.
- ♠ Thank you.

When the children have finished their snack, the teacher asked them to be quiet and prepare to have a short prayer. after eating. Next, the teacher asked the children to have a toilet training and come to the class room.



2. Opening Activity (9.00-09.30)

After having energizer and snack time, the children entered the class room. They are asked to sit down on the carpet which have been set in a U shape.

a. Greeting

Here, the teacher sings some songs entitle *good morning our teacher, good morning , hello hello and how are you* song. The songs lyrics are in the appendix. Next, the teacher greets the children.

Good morning children.

Good morning Miss.

How are you today?



I'm fine thank you, and you?

b. Praying

The teacher leads for a short prayer.



Before we start our lesson, let's pray together, shall we.

Please raise your hands and pray,

c. Registration

Then, the teacher checked the children's attendances. The possible expressions are:

- * Let's take the register.
- * Let's check to see who is here.
- * Who is absent today?
- * Who isn't here today?
- * Remember to answer "present".
- * No one absent today?

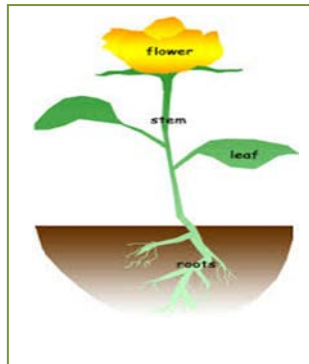
d. Introducing the theme

As the warming up, the teacher sings the songs entitled *planting time* and *seeds*. Next, the teacher starts introduced the material.

First, the teacher delivered the part of the plant using a realia or real plant that consist of root, stem, branch, leaf, and flower. Show it to the children and explain part of the plant. The possible expressions that can be use are:



- ♣ I have a plant.
- ♣ The plant consist of ...
- ♣ This is roots.
- ♣ This is flower.
- ♣ Can you smell the flower?
- ♣ Can you touch the leaf?
- ♣ What is this?
- Yes that's right



It has a purpose that the children can used their senses to observe and touch, and smell the flower. Second, the teacher explains how plant grow whether it come from seeds or stem. Show the example of the seeds. Next, the teacher repeats the vocabularies deal with part of the plant's body again. Mention the vocabularies loud and clear, so the children can understand well. Next, the teacher asked the children to sing the *planting time* song to close this session.



3. Main Activity (9.30-11.00)

a. Let's Sing the Song

This session is for the action song. First, the children asked to go to the garden.



- Do you like gardening?
- Let's go outside.
- Make a queue.
- Make a line, please.
- Put on your shoes.
- Let's go to the garden.

Next, the children asked to go to the garden. The teacher sing *planting time* with mimic and gesture that appropriate with the song. Sing in phase and repeat the song. Below is the lyric of the song.

PLANTING TIME

Dig, dig, dig the earth	And bright sunshine
Then you plant your	Will help your flowers
seeds	grow
A gentle rain	

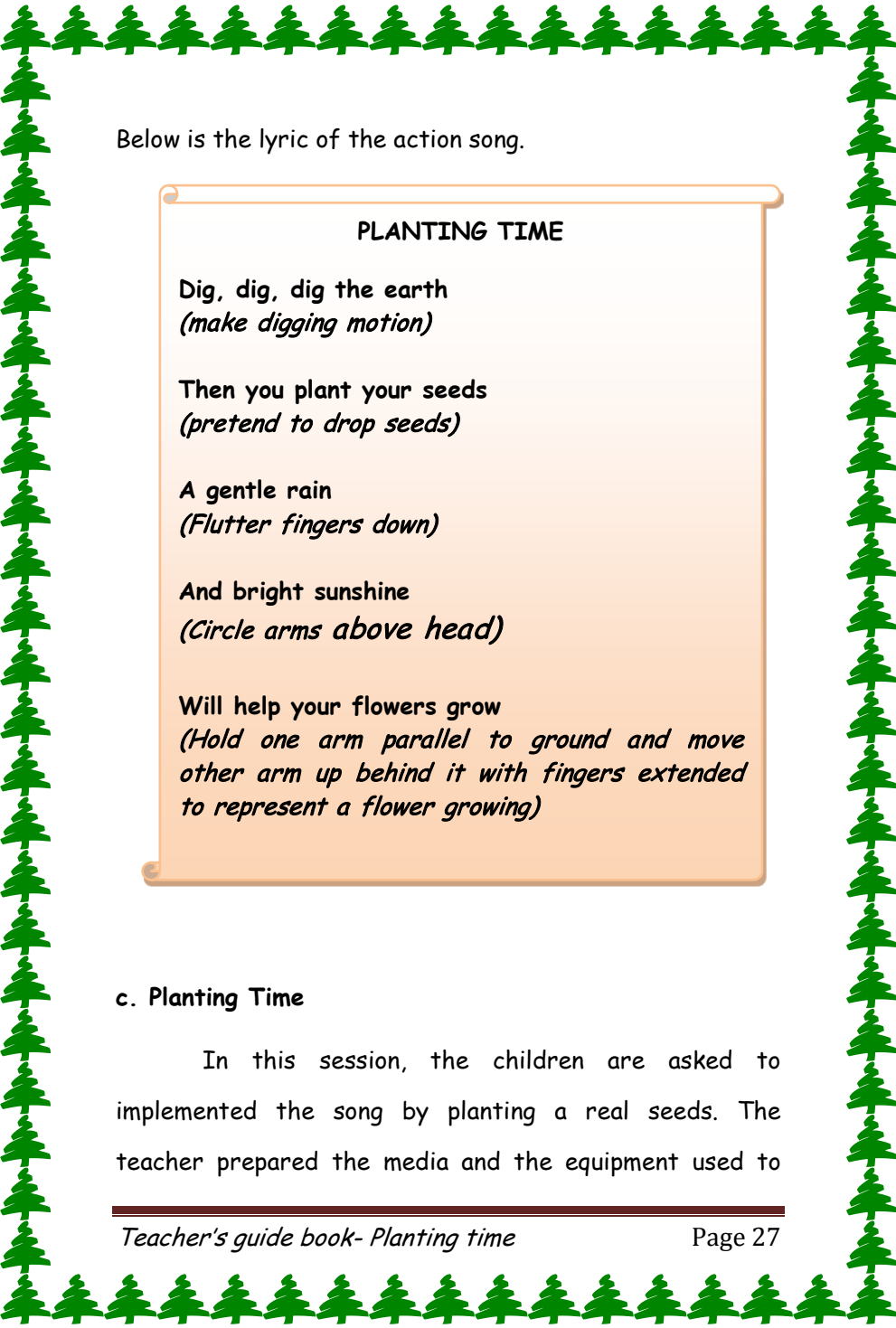
The possible expressions:

- Are you ready?
- Let's sing the song.
- Follow me.
- Repeat after me.
- Move your body.
- Very good.
- Once again.
- Louder, please.
- Ok so far?

b. Let's do the action song

Next, the children are asked to sing the song with the action.





Below is the lyric of the action song.

PLANTING TIME

Dig, dig, dig the earth
(make digging motion)

Then you plant your seeds
(pretend to drop seeds)

A gentle rain
(Flutter fingers down)

And bright sunshine
(Circle arms above head)

Will help your flowers grow
(Hold one arm parallel to ground and move other arm up behind it with fingers extended to represent a flower growing)

c. Planting Time

In this session, the children are asked to implemented the song by planting a real seeds. The teacher prepared the media and the equipment used to

plant a tree. Here the possible expression that can be used are:

- ♣ Ok, are you ready?
- ♣ Can you do that?
- ♣ Let's do the action.
- ♣ Louder, please.
- ♣ Very good.
- ♣ Dig the earth.
- ♣ Spread the seeds.
- ♣ Watering the seeds.
- ♣ Good job.
- ♣ Excellent.



4. Closing Activity

a. Evaluation

In this session, the teacher evaluated the activity by asking the children about the activities that they did in the previous session. The teacher also repeat the vocabularies of the day using gesture to express the words.

The possible expression that can be used are:

- 😊 What did we do today?
- 😊 What the English for *bunga*?
- 😊 Who can sing the songs?
- 😊 Who did the action?
- 😊 Who joined the activities?
- 😊 Who planted the seeds?
- 😊 Are you happy today?



b. Praying

Next, the teacher leads for prayer.



Before we go home,
let's pray together.

Let's raise our hands and
pray.

c. Saying good bye

It is the end of the class. The teacher closed the lesson. Next, the teacher sing good bye songs entitle *goodbyeand come on let's go*. The song lyric is in the appendix. he expressions that can be used are:

- Ok, that's all for now.
- Well, its time to say goodbye.
- Let's sing goodbye song.
- Make a line to say goodbye.
- Please shake hands with your friends
- Good bye children.
- See you tomorrow.



TEACHER'S GUIDE BOOK

BEAUTIFUL FISH



LET'S DRAW AND COLOR ACTIVITY

OBJECTIVES:

Language Focus : Following Instructions

Other Skills : Developing fine motor skill (hand and eye co-ordination)

INDICATORS :

1. Children are able to respond to the teacher instructions.
2. Children are able to mention some vocabularies about animal (fish).
3. Children are able to do the action based instruction.
4. Children can draw a simple picture.
5. Children can make horizontal or vertical line, curve and circle.



Descriptions : The children draw and color a beautiful fish.

Media : Fish (realia/real object), white board, board marker, paper, crayon.

Activities : 1. Go to the fish shop.
2. Observe the fish.
3. Feeding the fish.
4. Draw and color a beautiful fish.

Vocabulary : fish, fins, eye, tail, scales, gills.

Time prediction : 3 hours



1. Energizer (8.00–9.00)



a. Going to the fish shop

In a set day, the children did not joined the circle time. The energizer replaced by go to the fish shop. They were asked to make a line and get prepared to go to the fish shop. The possible expressions that can be use are:



- ☺ Now, we are going to go to the fish shop.
- ☺ Have you gone to the fish shop?
- ☺ Do you want to watch the fish?
- ☺ Who want to join with me?
- ☺ Let's take a walk.
- ☺ Make a line, please.
- ☺ Let's go to the fish shop.
- ☺ Let's sing *a little fish*.
- ☺ Let's sing *look at me*.

During the trip to the fish shop, the teacher asked the children to sing *I am a little fish* and *look at me*. The songs lyric are in the appendix.

b. At the fish shop

1) Observe the fish

At the fish shop, the children are asked to observe the fish.

- ☞ Come on here.
- ☞ Look at the fish.
- ☞ What do you see?
- ☞ What color is it?
- ☞ Look at the fish.



c. Feeding the fish

The teacher asked the children to feeding the fish.

- Can you feed the fish?
- Take your turn, please.
- Ok. Thank you.



d. Back to school

Before the children going back to the school, they are asked to make a line and make a queue in order they will get a fish for each child. After all the children get the fish, the next activity is return to the school.

The possible expressions that can be used are:

- ☺ Make a line please.
- ☺ Take your turn please.
- ☺ Who want to bring the fish home?
- ☺ Where is your fish?
- ☺ Ok, let's say good bye to the shopkeeper.
- ☺ Thank you.
- ☺ Good bye.
- ☺ Let's go back to the school.

Next, the children go back to the school. At the school, children are asked to keep the fish in and take a rest for a while.



Snack time (9.00-9.30)



After the children take a rest, they are asked to wash their hands and enjoyed snack. The possible expressions that can be used are:



- * Wash your hands.
- * Make a line and wash your hands.
- * Please take your turn.
- * Save the water, please.

The teacher has prepared the snack and tea. Before the children enjoy their snack, the teacher sing songs entitle *sit down please, can you sit down, and I like cookies*.The songs lyrics are in the appendix. Next, the teacher leads to have a prayer before eating. The expression that can be used are:

- * Be quite, please.
- * Sit down please.
- * Please stop talking now.
- * Let's raise our hands and pray.



After that, please the children to enjoy their snack.
The expressions that can be used are:

- * Enjoy your snack.
- * Eat it up, please.
- * Hmm, yummy.
- * Clean your mouth.
- * Throw the trash on the trash can, please.



When children have finished their snack, the teacher asked them to be quite and prepare to have a short prayer after eating. Next, the teacher asked the children to have a toilet training and come to the class room.



2. Opening Activity (9.30-10.00)

After having energizer and snack time, the children entered the class room. They are asked to sit down on the carpet which have been set in a U shape.

a. Greeting

Here, the teacher sing *good morning our teacher, goodmorning song, hello hello* and *how are you song*. The songs lyrics are in the appendix. Next, the teacher greets the children.



Good morning children.

Good morning Miss



How are you today?

I'm fine thank you,
and you?



I'm fine too, thank you.



b. Praying

The teacher leads for a short prayer.

Before we start our lesson, let's have a short prayer, shall we.

Let's raise our hands and pray.



c. Registration

The teacher takes a register. The possible expressions are:

- * Let's take the register.
- * Let's check to see who is here.
- * Who is absent today?
- * Who isn't here today?
- * Remember to answer "present".
- * No one absent today?

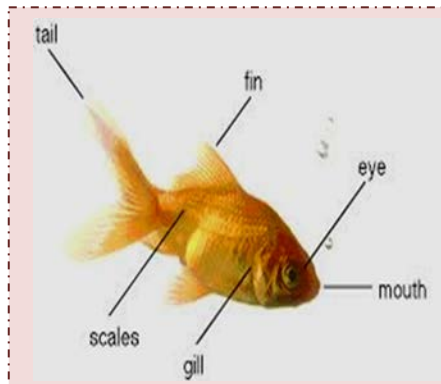
d. Introducing the theme

The teacher introduced the theme. The teacher asked to the children about the previous activity at the fish shop. The teacher also sings *I am a little fish* and *look at me* songs. The song's lyrics are in the appendix. Next, the teacher asked questions to build the children understanding related with the theme. The examples of the questions are:

- ❖ Where did we go this morning?
- ❖ What do you see in that shop?
- ❖ Who's feeding the fish?
- ❖ Who touch the fish?
- ❖ What color are they?
- ❖ Who get the fish?



The teacher also explains about part of the fish body.



The possible expressions that can be used are:

- ☞ This is a fish.
- ☞ The fish have fins.
- ☞ This is scales.
- ☞ It has a tail like fin.
- ☞ It breathes by gills.
- ☞ It has two eyes.
- ☞ Repeat after me.



The children are asked to observe their own fish.

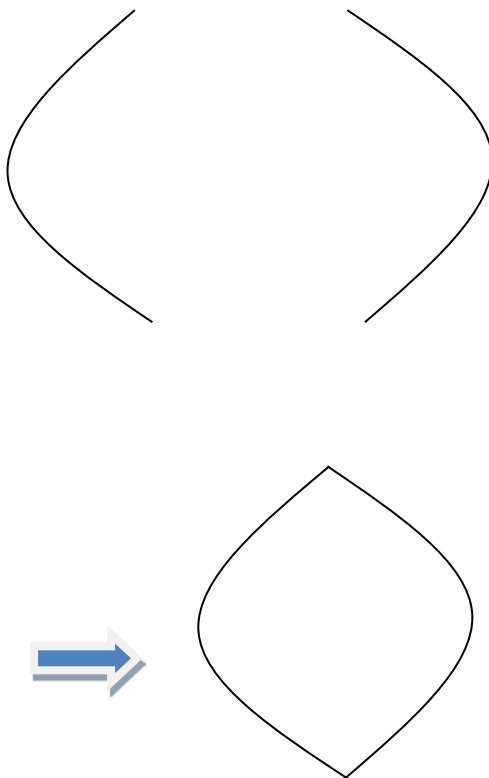


3. Main Activity(10.00-11.00)

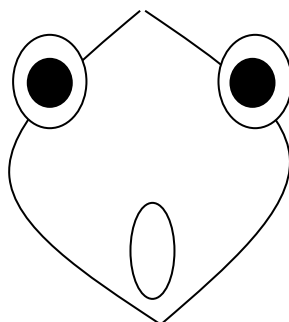
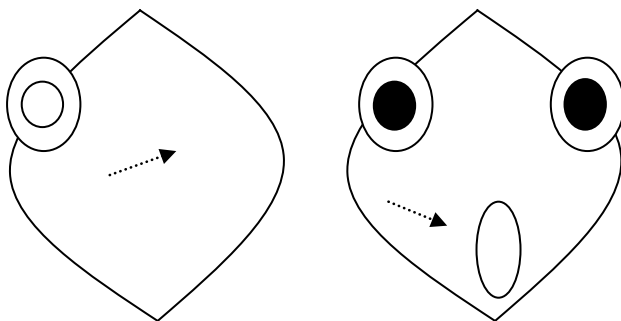
The main activities are draw and color. The teacher prepared paper and crayon as the media and distributed it to the children. Next, the teacher gives an example about how to draw a fish. The children ask to draw

a beautiful fish step by step based on the teacher's instruction.

Step 1. Draw 2 curved lines vertically and both curves are connected.

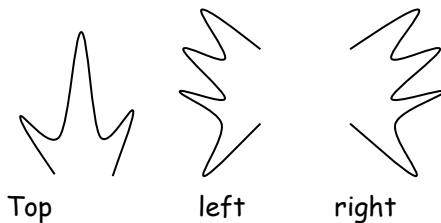


Step 2. Draw the fish's eyeballs. First, draw a circle and then draw a smaller circle on right and left side. Bold the smaller circle for the highlight of the eye. Then, draw the mouth by drawing an oval shape.

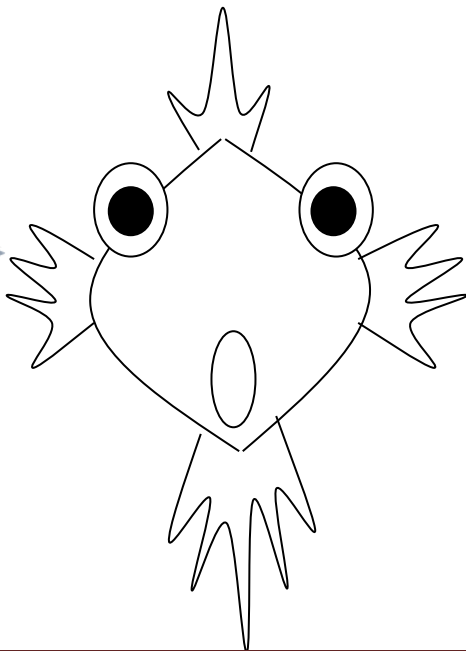


Step 3. Draw the fish's fins on the top, right and left sides.

Fins :



Tail :



From the last step it shown that the picture is finished. It is a funny fish which faced the children. Next, the children asked to color the picture.



4. Closing Activity (11.00-11.30)

In this session, the activities are evaluation, praying, and saying good bye.

a. Evaluation

The teacher evaluated the activity by asking the children about the activities that they did in the previous session. The teacher also review the vocabularies of the day using gesture to express the words.

The possible expressions that can be used are:

- ☺ What did we do today?
- ☺ Who joined the activities?
- ☺ Who draw a fish?
- ☺ Who coloring the fish?
- ☺ Are you happy today?

b. Praying

Next, the teacher closed the meeting by short prayer.

Before we go home,
let's pray together.

Let's raise our hands and pray.



c. Saying good bye

It is the end of the class. The teacher closed the lesson. Next, the teacher sing good bye songs entitle *goodbye* and *come on let's go*. The song lyric is in the appendix. The expressions that can be used are:

- Ok, that's all for now.
- Well, its time to say goodbye.
- Let's sing goodbye song.
- Make a line to say goodbye.
- Please shake hands with your friends
- Good bye children.
- See you tomorrow.



LIST OF THE SONGS

1. Energizer's Songs

MAKE A BIG CIRCLE

Make a big circle 2X
Make a big circle
Make a big circle 2 x
Make a big circle

Come on come on
Make a big circle
Come on come on
Make a big circle

OPEN SHUT THEM

Open shut them 2 X
Turn around and bow

ONE TWO THREE JUMP

One two three jump!
Six seven eight nine ten
jump!

1 2 3

One two three, four five
six, seven eight nine ten,

One two three, four five
six, seven eight nine ten.

UP AND DOWN

Up and down and shake
shake shake 2 x

Jump to the right and one
two three

Jump to the left and one
two three

LITTLE FINGER

One little two little three little fingers

Four little five little six little fingers

Seven little eight little nine little fingers

Ten fingers on my hands

FIVE LITTLE DUCK

Five little ducks went out one day

Over the hills and far away

Mama duck said, "quack, quack, quack, quack."

But only four little ducks came back

Four little ducks when out one day...

(same with above lyric till one duck)

No little duck went out one day

Over the hills and far away

Mama duck said, "quack, quack, quack, quack."

And all five ducks came wedding back.

LOOK AT ME

Look at me, look at me

I can swim like little fish

Little fish 2X

Swim, swim, like little fish

SEED

I'm a little seed in a dark, dark ground

Out come the sun, yellow and round

Down come the cool rain, soft and slow

Up! The seed begins to grow.

I AM A LITTLE FISH

I am a little fish, I like to swim

You can't catch me, cause i have fins

When i swim pass my friends, i hear them say

Stop your swimming and come and play!

2. The song that are used in having snack and opening session

SIT DOWN PLEASE

Sit down please 2x

Come on come on sit down please

Sit down please 2X

Come on sit down please

CAN YOU SIT DOWN

Can you sit down 2X

Yes I can 2X

Now I am sitting 2X

Can you see 2X

I like cookies

Cookies, i like cookies

Hot tea, hot tea

I like hot tea

Coz it's yummy yummy yummy

To my tummy tummy

Yummy yummy yummy to my tummy tummy

3. The songs which are used in opening activities

GOOD MORNING OUR TEACHER

Good morning our teacher

My friends and I am ready

Ready to learn and to study a lot of thing with pleasure 2X

GOOD MORNING

Good morning to you 2X

Good morning everybody

Good morning to you

HELLO HELLO

Hello hello hello and how
are you

I'm fine i'm fine

I hope that you are too

HOW ARE YOU

Hi how are you?...I'm fine

Hi how are you?

I'm fine, how are you?

I'm fine I'm fine thank you

4. The songs which are used in main activities

PLANTING TIME

Dig, dig, dig the earth

Then you plant your seeds

A gentle rain, And bright sunshine

Will help your flowers grow

5. The songs which are used in closing activities

GOOD BYE

Good bye to you 2X

Good bye dear teacher / my friends

Good bye to you

COME ON LET'S GO

Come on lets go

It's time to go home

Good afternoon , teacher see you soon

See you tomorrow 2X

Now I have to go

Svalala lalalalalalalala

APPENDIX H

DOCUMENTATION

THE DOCUMENTATION DURING THE IMPLEMENTATION









APPENDIX I

RESEARCH LICENCES



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 868/UN.34.12/DT/VII/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

3 Juli 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**DEVELOPING APPROPRIATE ACTIVITIES FOR CHILDREN AT TPA PELANGI NUSA, WATES,
KULON PROGO**

Mahasiswa dimaksud adalah :

Nama : ENY DALIANA ISMIYATI
NIM : 07202249002
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Juni - Juli 2014
Lokasi Penelitian : TPA Pelangi Nusa, Wates

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP.19670704 199312 2 001

Tembusan:

1. Kepala TPA Pelangi Nusa, Wates



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/V/69/7/2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS** Nomor : **868/UN.34.12/DT/VII/2014**
UNIVERSITAS NEGERI YOGYAKARTA
 Tanggal : **3 JULI 2014** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **ENY DALIANA ISMIYATI** NIP/NIM : **07202249002**
 Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
 Judul : **DEVELOPING APPROPRIATE ACTIVITIES FOR CHILDREN AT TPA PELANGI NUSA, WATES, KULON PROGO**
 Lokasi :
 Waktu : **4 JULI 2014 s/d 4 OKTOBER 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **4 JULI 2014**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan
Ub.

Kepala Biro Administrasi Pembangunan



Mendat Susidwati, SH
NIP. 19580126-198503 2 003

Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI KULON PROGO C.Q KPT KULON PROGO
3. KASUBBAG PENDIDIKAN FBS UNIVERSITAS NEGERI YOGYAKARTA, UNIVERSITAS NEGERI YOGYAKARTA
4. YANG BERSANGKUTAN



PEMERINTAH KABUPATEN KULON PROGO
BADAN PENANAMAN MODAL DAN PERIZINAN TERPADU
Unit 1: Jl. Perwakilan No. 2 , Wates, Kulon Progo Telp.(0274) 775208 Kode Pos 55611
Unit 2: Jl. KHA Dahlan, Wates, Kulon Progo Telp.(0274) 774402 Kode Pos 55611
Website: bpmpt.kulonprogokab.go.id Email : bpmpt@kulonprogokab.go.id

SURAT KETERANGAN / IZIN

Nomor : 070.2 /00620/VII/2014

Memperhatikan : Surat dari Sekretariat Daerah Provinsi DIY Nomor: 070/REG/V/69/7/2014, TANGGAL: 4 JULI 2014, PERIHAL: IZIN PENELITIAN

Mengingat : 1. Keputusan Menteri Dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri;
2. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;
3. Peraturan Daerah Kabupaten Kulon Progo Nomor : 16 Tahun 2012 tentang Pembentukan Organisasi dan Tata Kerja Lembaga Teknis Daerah;
4. Peraturan Bupati Kulon Progo Nomor : 73 Tahun 2012 tentang Uraian Tugas Unsur Organisasi Terendah Pada Badan Penanaman Modal dan Perizinan Terpadu..

Diizinkan kepada : **ENY DALIANA ISMIYATI**
NIM / NIP : **07202249002**
PT/Instansi : **UNIVERSITAS NEGERI YOGYAKARTA**
Keperluan : **IZIN PENELITIAN**
Judul/Tema : **DEVELOPING APPROPRIATE ACTIVITIES FOR CHILDREN AT TPA PELANGI NUSA, WATES, KULON PROGO**

Lokasi : TPA PELANGI NUSA, WATES, KULON PROGO

Waktu : 04 Juli 2014 s/d 04 Oktober 2014

1. Terlebih dahulu menemui/melaporkan diri kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
3. Wajib menyerahkan hasil Penelitian/Riset kepada Bupati Kulon Progo c.q. Kepala Badan Penanaman Modal dan Perizinan Terpadu Kabupaten Kulon Progo.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk kepentingan ilmiah.
5. Surat izin ini dapat diajukan untuk mendapat perpanjangan bila diperlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut di atas.

Ditetapkan di : Wates
Pada Tanggal : 07 Juli 2014

KETALA
BADAN PENANAMAN MODAL
DAN PERIZINAN TERPADU

AGUNG KURNIAWAN, S.IP., M.Si.

Pembina Tk I ; IV/b

NIP. 19680805 199603 1 005

Tembusan kepada Yth. :

1. Bupati Kulon Progo (Sebagai Laporan)
2. Kepala Bappeda Kabupaten Kulon Progo
3. Kepala Kantor Kesbangpol Kabupaten Kulon Progo
4. Kepala Dinas Pendidikan Kab. Kulon Progo
5. Kepala SKB (Sanggar Kegiatan Belajar) Kab. Kulon Progo
6. Kepala TPA Pelangi Nusa Wates Kulon Progo
7. Yang bersangkutan
8. Arsip



TPA-KB PELANGI NUSA
SEHAT, CERDAS, CERIA, TAJWA, MANDIRI
UPTD SKB KULON PROGO

**TAMAN PENITIPAN ANAK DAN KELOMPOK BERMAIN
TPA-KB PELANGI NUSA
UPTD SKB KULON PROGO**

Alamat: Jln. Ki Josuto Wates Kulon Progo 55611, Telp. (0274) 773558

SURAT KETERANGAN

NO: 421.9/48

Yang bertanda tangan di bawah ini kepala TPA-KB Pelangi Nusa UPTD SKB Kulon Progo, menerangkan bahwa mahasiswa Universitas Negeri Yogyakarta (UNY) berikut :

Nama : Eny Daliana Ismiyati
NIM : 0702249002
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Telah melakukan penelitian di TPA Pelangi Nusa yang berlokasi di Jalan Ki Josuto Wates Kulon Progo pada bulan Juni s.d. Juli 2014.

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Mengetahui.

Kepala UPTD SKB Kulon Progo

Drs. Harijana

NIP. 196304171983031002

Pengelola,

Hamdani, S.Pd

NIP. 196409071995121003

